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ABSTRACT

This is one of a set of five handbooks compiled by the Northwest Regional Educational Laboratory which describes the processes for planning and operating a total Experience-Based Career Education (EBCE) program. Processes and material are those developed by the original EBCE model--Community Experiences in Career Education or (CE)2. The area of operations to which this handbook is devoted is student services. Program Entry/Exit, the first of three sections, details alternatives for student enrollment and orientation. Topics include student recruitment and selection, transfer into and out of the program, and program completion. Student Records covers procedures and considerations for collecting, recording, interpreting, and reporting information on student progress. Sample forms, including a student credential are displayed. Section 3, Guidance, concerns services, processes, and interactions that help students understand and benefit from individual experiences. It discusses program year action zones, student accountability system, zone progress meetings, zone de-briefings, and referral to outside agencies. Each section has three basic parts: (1) preview, including definition of the EBCE element discussed, purposes and underlying assumptions of that element, and people involved in delivering it; (2) steps to follow; and (3) narrative section explaining process behind each step. Extensive appendixes contain supplementary materials; an index to all the handbooks is also provided. (YLB)

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AN INTRODUCTION TO EBCE

Experience-Based Career Education (EBCE) is a fundamentally different type of education for secondary students. While students in traditional programs attend full-day classes at the high school, EBCE students spend a major portion of their time on learning projects in the community. Activities in EBCE are tailored to individual needs, abilities, learning styles and goals, and students are guided in their learning through ongoing relationships with a variety of working adults in the community.

Through real world interactions with adults, EBCE students learn about careers, about life, about other people, about themselves. In addition, students learn the basic skills of critical thinking, science, personal and social development, functional citizenship and creative development. They gain competence in the skills adults need to function effectively in a technological society. They learn to be responsible by helping design their own learning activities and by following a set of accountability standards that parallel the standards working adults are expected to maintain on the job.

Perhaps most importantly, students in EBCE learn how to learn: how to plan learning activities, how to find and use resources in the community and how to build on experience. Learning becomes for them a lifelong process with its own rewards directly related to each individual's personal choices and goals.

THE $(CE)_2$ PROGRAM

Since the fall of 1972, a model EBCE program has been operating in Tigard, Oregon, under the sponsorship and technical assistance of the Northwest Regional Educational Laboratory (NWREL) and with funding from the National Institute of Education (NIE). The Tigard version of EBCE--called Community Experiences for Career Education or $(CE)_2$--is a full-time educational alternative for youth in their junior and senior high school years. The program serves about 10 percent of the eligible student body at Tigard High School.

The majority of student learning takes place at sites in the southwest Portland metropolitan area. When students are not pursuing learning activities in the community, their home base is the $(CE)_2$ learning center. Staff at the learning center are not teachers in the traditional sense, but facilitators of student learning, helping students design and follow their own learning plans within a prescribed curriculum and program completion requirements. Volunteers at community sites serve major support roles in student learning. Policies for $(CE)_2$ are determined by a board of directors composed of students, parents, employers, labor leaders and school district representatives. When students leave $(CE)_2$ they receive a unique portfolio displaying their community experiences and accomplishments, and upon completion of program requirements they receive a standard diploma from Tigard High School.

ACKNOWLEDGMENTS

NWREL gratefully acknowledges the talents and energy of the $(CE)_2$ staff and board, who worked in cooperation with the Tigard Public Schools and literally hundreds of students, parents, employers, union representatives and community resource people to give the EBCE idea substance and reality. Their work is the cornerstone of the program described on the following pages.

Special thanks are due to many individuals who conceived and developed the $(CE)_2$ project including Jerry Beier, Leo Myers, Virginia Thompson, Claudia Powers, Iva Boslough, Sandy Kannenberg, Herb Watson, Ken Wanner, Duncan Hunter, Lou Morehouse, Sue Cook, Dick Sagara, Andrea Hunter and Hal Stoltz.

Rex Hagans directed the NWREL EBCE program. Tom Owens, Harry Fehrenbacher, Joseph Haenn and Marshall Herron developed and conducted program evaluation.

The EBCE handbooks were coordinated by Larry McClure and written and edited by Nancy Anderson, Alan Baas, Terry Barraclough, Maggie Burton and Marcia Douglas. Program Evaluation was written by Tom Owens and Joseph Haenn and edited by Ruth Fredine Burt. Mari Van Dyke provided the illustrations in all five volumes.

All of these people are indebted to Corrine Rieder and the Education and Work staff of the National Institute of Education for their belief in the concept of EBCE and their support of its development.

THE EBCE HANDBOOKS

Based on $(CE)_2$'s experiences, NWREL has compiled a five-volume set of handbooks which detail how to set up and operate an EBCE program. These handbooks represent three years of development, revision and refinement of the original EBCE model. As with any ongoing program, processes and materials are continually being revised, both at $(CE)_2$ and in various school districts now implementing all or parts of the program.

Each of the handbooks is devoted to a particular area of operations: Management & Organization, Curriculum & Instruction, Employer/Community Resources, Student Services and Program Evaluation. A program brochure complements the handbooks and provides an introduction to EBCE. The brochure contains general information about the EBCE curriculum, key program elements and evaluation findings. Contents of the individual handbooks are summarized below.

MANAGEMENT & ORGANIZATION

Management & Organization treats overall operational considerations for an EBCE program: how such a program is organized, governed, staffed and made visible to the public and how everyday program business is managed. The handbook is divided into four sections:

"Program Planning & Governance" outlines the steps for setting up and operating an EBCE program, including community involvement in program planning, suggestions for surveying potential support, meeting legal and educational requirements, securing program approval and providing an adequate base for policymaking.

"Personnel" describes the general staff functions that are needed to operate an EBCE program. It also suggests procedures and considerations for recruiting and selecting staff, determining salaries and benefits, establishing working conditions, orienting staff and providing staff development.

"Business Management" discusses such operational details as budgets, financial reports, office procedures, insurance, health and safety provisions, facilities and transportation.

"Community Relations" suggests strategies for introducing EBCE to the community and meeting the ongoing information needs of various audiences, both internal and external, including board members, staff, students, parents, business and labor, the educational community and the community-at-large.

CURRICULUM & INSTRUCTION

Curriculum & Instruction covers the content and processes of student learning in EBCE and the resources a community-based program makes available to students. There are nine sections to this handbook:

"Curriculum Outcomes" provides basic definitions of key curriculum elements and describes what students learn while in the program; the section includes general outcome goals and specific objectives to help staff prescribe for student performance in three broad areas: Life Skills, Basic Skills and Career Development.

"Learning Plan Negotiation" focuses on techniques for individualizing student goal setting and prescribing learning plans tailored to each student's needs, interests, abilities and learning style. Topics in this section include program requirements, accountability standards, assessment, learning site analysis and negotiation of learning activities.

"Career Explorations" describes planning and implementation steps for students' first experiences at workplaces in the local community.

"Projects" describes planning and implementation steps for developing individualized learning contracts with each student that combine activities in Life Skills, Basic Skills and Career Development.

"Learning & Skill Building Levels" describes planning and implementation steps for more extensive student involvement in projects and skill development activities at workplaces in the community.

"Competencies" describes planning and implementation procedures for insuring that students acquire the essential survival skills needed to function in today's society.

"Student Journals" describes planning and implementation procedures for encouraging student use of journals as a means of reflecting on personal experiences and building trust relationships with staff.

"Employer Seminars" describes planning and implementation steps for utilizing community representatives in large group student seminars on important career development topics and issues.

"Learning Resources" describes EBCE's approach to using the community as a vast resource for student learning and details procedures for finding, accessing and using learning resources.

EMPLOYER/COMMUNITY RESOURCES

Employer/Community Resources treates the establishment, maintenance and use of the network of employer and community sites at which most student learning activities take place. This handbook consists of three sections:

"Site Recruitment" details procedures for involving employers and other community site personnel in the EBCE program. Topics include the role and functions of the employer instructor, estimating the necessary number and types of sites, incentives for participating in EBCE, identifying and contacting potential learning sites and adding sites to the network.

"Employer Instructor Development" describes how participating site personnel are prepared for EBCE responsibilities. The section focuses on planning and conducting development sessions to give site personnel the information and training they need to work effectively with students.

"Site Utilization" deals with the use of employer and community volunteers and sites to deliver student learning. Included are procedures for assessing the educational potential of individual sites (learning site analysis), supporting employer instructors as they work with students (site maintenance) and exchanging information among staff and between staff and site personnel, as well as staff responsibilities for working with site personnel.

STUDENT SERVICES

Student Services covers considerations and procedures for admitting students to the program, keeping records of student work, credentialing students when they leave the program and supporting individual student growth. The handbook is divided into three sections:

"Program Entry/Exit" details alternatives for enrolling students in the EBCE program and preparing them for a new type of education. Topics discussed in this section include criteria and timelines for student recruitment and selection, recruitment presentations, selection procedures, orientation sessions, transfer into and out of the program and program completion.

"Student Records" covers procedures and considerations for collecting, recording, interpreting and reporting information on student progress through the EBCE program. Sample forms are displayed, including a student credential that provides a permanent record of student performance consistent with the individualized nature of EBCE. The section also includes a discussion of the confidentiality of student records.

"Guidance" concerns those services, processes and interactions that help students understand and benefit from their individual experiences. This section includes discussion of program year action zones, the student accountability system, zone progress meetings, zone debriefings and referral to outside agencies.

PROGRAM EVALUATION

The Program Evaluation handbook contains two sections:

An "Overview" sets the background for understanding EBCE evaluation and how it relates to other elements of the program. A glossary of key evaluation and EBCE terms used in this handbook is provided.

"Steps to Follow" organizes the evaluation process into an easy-to-follow sequence of steps. The checklist which begins this section provides a useful guideline for the busy evaluator, administrator or program staff member. Each step in the checklist is keyed to a portion of the following narrative, which supplies details and discussion for each point.

Student Services and Program Evaluation also include sections of appropriate reproducible materials which school districts may duplicate and use in their own EBCE programs.

HOW TO USE THE HANDBOOKS

The EBCE handbooks are designed for easy access to "how-to-do-it" information. Each handbook section has three basic parts:

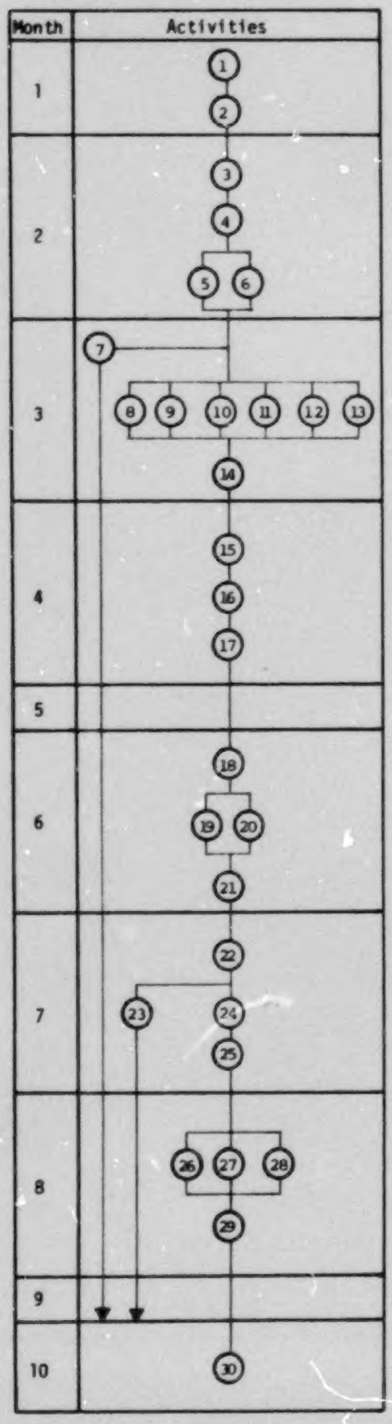
1. The PREVIEW (colored page at the beginning of each section) includes a definition of the element of EBCE discussed in the section, the purposes and underlying assumptions of that program element and the people involved in delivering that portion of EBCE. The Preview may also include a statement of the relationship between that program element and other aspects of EBCE.

2. STEPS TO FOLLOW is a colored page suggesting a step-by-step sequence for planning and implementing the program element.

3. A NARRATIVE SECTION (on white paper) explains the process behind each step. This section usually contains background information based on $(CE)_2$'s experiences and may suggest alternative courses of action. CROSS-REFERENCES guide the reader to related material located elsewhere in the handbooks.

Each handbook also has APPENDICES of materials to supplement the information in the handbook, and an INDEX for all the handbooks to help users locate information.

TIMELINE FOR EBCE PLANNING



Activities

1. Attend EBCE awareness presentations
2. Prepare EBCE information materials
3. Select and orient planning group
4. Attend training session
5. Conduct survey of community interest
6. Prepare first draft budget and staffing plan
7. Begin presentations to key groups
8. Secure initial employer commitments
9. Designate support system needs
10. Prepare curriculum design
11. Design student recruitment procedures
12. Prepare evaluation design
13. Prepare overall management plan
14. Prepare final budget and staffing plan
15. Secure planning group approval of total plan
16. Secure school board approval
17. Secure state agency approval
18. Establish formal advisory group
19. Select staff
20. Select students
21. Select EBCE facility
22. Orient new staff
23. Begin signup for specific employer sites
24. Occupy EBCE facility
25. Attend training session
26. Finalize curriculum delivery system
27. Establish student services system
28. Finalize management system
29. Obtain/print supplies, materials, forms
30. Begin program

This planning timeline lists key activities in preparing to operate an EBCE program. Details on activities can be found in the EBCE handbooks developed by NWREL, as referenced on the following page. Information about training sessions is also available from NWREL.

TIMELINE REFERENCES

Each EBCE handbook backs up the general planning timeline with details and facilitating steps, as referenced below:

TIMELINE STEPS	HANDBOOK TITLE & SECTION
3, 5, 15-18	Management & Organization, "Program Planning & Governance"
6, 13, 14, 28	Management & Organization, "Program Planning & Governance," "Personnel," "Business Management"
2,7	Management & Organization, "Community Relations"
8, 23	Employer/Community Resources, "Site Recruitment"
9, 21, 29	Management & Organization, "Business Management"
10, 26	Curriculum & Instruction
11, 20, 27	Student Services
12	Evaluation
19, 22	Management & Organization, "Personnel"

PROGRAM ENTRY/EXIT

DIPLOMA
EBCE
PERFORMANCE RECORD
APPLICATION

PROGRAM ENTRY/EXIT

Program entry concerns procedures for recruiting prospective students for EBCE, then selecting, admitting and orienting those who choose this learning option. Program exit suggests procedures for transferring students who may leave EBCE before completion and for awarding graduation honors to students who meet program requirements.

WHY EACH PROCESS IS IMPORTANT

1. to allow prospective students and their parents to obtain the information they need to determine their interest in the program and then to seek admission if they wish
2. to provide administrative, policy-level controls over the student selection process and establish a procedure for adding students to the program
3. to establish a continuing orientation framework for conveying program concepts, procedures and requirements to new and returning students
4. to guarantee that students are able to transfer into EBCE and from EBCE to other schools
5. to provide a mechanism for graduating students from the program

ASSUMPTIONS ABOUT PROGRAM ENTRY/EXIT

The EBCE instructional delivery system has the capability to deliver a quality, comprehensive educational program to all students, and many students are interested in EBCE once they understand it fully.

A broad cross-section of students will not jump immediately into an alternative program, leaving their relatively comfortable school surroundings.

The program works best when the number of underachieving and highly achieving enrollees is approximately equal, so that the program is not viewed as a dropout prevention effort or an elitist alternative.

The period of adjustment (moving from a traditional learning mode to an entirely different mode) will vary for each student entering the program.

THE PEOPLE INVOLVED

The program administrator and one other designated staff member (in $(CE)_2$'s case, student coordinator) usually share student recruitment tasks, with all program staff involved to some degree.

The program's governing body should be involved in decisions on desired characteristics of the EBCE student body and selection criteria. Actual student selection can be made by the program administrator and student coordinator, however.

Although student orientation is conducted jointly by all staff, a planning group or coordinator should be designated for specific orientation duties.

Once the program year is underway, the student coordinator maintains liaison with other schools to facilitate student transfer into or from the EBCE program, and the program administrator approves all transfers.

The student coordinator is also responsible for the overall accuracy of records of program completion and for liaison with the cooperating high school for graduation activities, and the program administrator certifies program completion.

Steps to Follow

PLANNING FOR RECRUITMENT AND SELECTION

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8 Involve parents of prospective EBCE students in recruitment process 20

9 Provide additional opportunities for students, parents and others with questions to talk to designated program staff 22

STUDENT SELECTION

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11 Select students for EBCE program and notify all applicants 25

STUDENT ORIENTATION

12 Assign staff roles for student orientation 27

13 Prepare orientation program 28

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14 Conduct orientation activities 31

15 Plan additional reorientation workshops as necessary 34

16 Plan procedures for orienting students entering after program year begins 34

STUDENT TRANSFER

17 Establish procedures for transfer into and out of EBCE program 35

PROGRAM COMPLETION AND GRADUATION

18 Establish procedures for program completion and graduation 37

Planning for Recruitment & Selection

1

Define desired characteristics of students to compose EBCE student body

Early in planning the EBCE program, a policy-level decision will be needed to define the desired characteristics of students who will be admitted. (CE)$_2$ chose to have a balanced range of students to parallel that in the local high school. The portion of the formal agreement between (CE)$_2$ and the Tigard School District excerpted below indicates the student characteristics and numbers defined for the Tigard program.

STUDENT SELECTION CRITERIA

Excerpted from "Operational Guidelines for the Relationship between Tigard School District and Community Experiences for Career Education, Inc."

Selection

Students will be considered for selection by the following criteria: (a) willingness to enter the program, (b) agreement of their parents, (c) agreement by designated administrators of the Tigard School District, (d) criteria related to testing the educational concepts as applied to students with prespecified characteristics as well as a cross-section of characteristics indicative of the general student population of Tigard High School. All selections will be made with the intent of maintaining such a balance (students will represent a range of abilities or levels in: motivation, dependability, intellectual capacity, academic ability, race, age and sex). (CE)$_2$ program administrator will be responsible to negotiate such selection with the personnel designated by the school district superintendent.

Number

(CE)$_2$ will operate with no less than 50 students between the ages of 15 and 18. It is preferred that all (CE)$_2$ students come from Tigard School District. It is agreed that at least 40 (CE)$_2$ students will be provided by the district if the students are willing to enter the program.

Program planners felt that the EBCE student population should match the diversity that exists among students attending the cooperating high schools. It should be possible to recruit students with a range of abilities and interests if it is emphasized that EBCE has something to offer all students--from the high achiever to the potential dropout.

On the other hand, programs may decide to limit the student body to a narrower range of students disenchanted with their school experiences to date. While EBCE can offer these students a chance to discover meaning and relevance in their educational goals and activities, disenchanted students may require disproportionate amounts of staff time.

2

Identify target audience for student recruitment and selection

DEFINING THE TARGET AUDIENCE

Three factors influence the choice of target audience for student recruitment and selection: the size of the cooperating school district, desired student ability levels and student grade levels.

Cooperating School District

If there is only one high school in the cooperating school district--as was the case for (CE)$_2$--the target audience is automatically restricted to students of that school. If, on the other hand, there are several high schools in the district, EBCE planners may elect to choose students from one or all of the district's high schools.

Desired Ability Levels

From its inception (CE)$_2$ planned to serve a student group that reflected the range of the local high school student body in terms of academic ability, career aspirations, dependability, motivation, peer group and sex. However, students who volunteered to participate in the program during the first two years ranked lower than the regular high school students on such indicators and predictors of school success as grades, socio-economic background, achievement and self-concept. As a result, (CE)$_2$ staff spent considerably more time with "problems" than expected.

As preparations began for recruiting students for the third program year, (CE)$_2$'s governing body and staff agreed that if the program were to reflect a true cross-section of the regular high school student body, a conscious effort would have to be made to recruit more capable students into the program. The recruiting presentation stressed opportunities within the program that would attract college-bound students (for example, exploring professional job sites or enrolling in community college classes), as well as students entering the work force immediately after graduation. This decision resulted in a more diverse range of students in subsequent years.

Grade Levels

(CE)$_2$ limited its enrollment to juniors and seniors because child labor law restrictions in Oregon would have significantly restricted the involvement of younger students at employer/community sites--which is the core experience base for all EBCE learning. Examination of appropriate legal restrictions will influence the decision for each program.

3

Identify staff members to participate in student recruitment and selection

RECRUITMENT

All members of the program staff participate in student recruitment, either in making presentations to students and their parents or simply in being available to answer questions about the program. Major responsibility for recruitment, however, is borne by the student coordinator, working with the program administrator.

After the program administrator and the governing body determine the student audience for recruitment, the administrator develops the timeline for the recruitment process and designates at least one other staff member (for example, the student coordinator) to be involved in classroom presentations, the parent presentation and other activities. Any large-scale event, such as a presentation for prospective students and their parents, involves all staff members to some extent in developing a program, preparing materials and making the presentation. Other groups, such as employer instructors or members of the governing body, may also participate.

SELECTION

Student selection involves all staff to a lesser extent. General decisions about eligibility criteria for students and the actual selection procedure to be followed are the concern of the program's governing body. The selection procedure generally is carried out by the program administrator, the student coordinator and any others deemed helpful by the program administrator. If the program is tied to a school district, staff members from the cooperating high school might be invited to participate in some stages of the selection process.

4

Develop student application forms

Elements of the Student Application

The following elements in the student application form developed by $(CE)_2$ would be helpful for any EBCE program:

1. personal information (name, address, grade level, emergency contact)
2. the student's reasons for applying for admission to the program
3. a parent permission signature
4. an assessment instrument covering
    - a. job experience
    - b. occupational interests
    - c. extracurricular interests
    - d. post-graduation plans
    - e. parents' occupation and educational levels
    - f. pertinent factors in the decision to apply for admission to the program

Uses of the Student Application

The application form can be used in several ways:

> Baseline data for evaluation: Certain questions on the application/questionnaire can be asked again later in the year for comparative purposes.
>
> General descriptive information: Program administrators can use the information to describe the student body.
>
> Screening device: If more students apply than the program can accommodate, information obtained in the application can be used in student selection.

School district planning tool: Applications of students not admitted to EBCE can be returned, with student permission, to the high school and used to place the student in another alternative program or to replan the student's work in the regular curriculum.

CROSS-REFERENCE

See "Student Records," pages 69-75, for a sample student application form.

5

Develop timetables for recruiting and selecting students

RECRUITMENT

The following schedule of major recruitment activities was developed by $(CE)_2$ to coincide with Tigard High School's annual "forecasting" procedures:

Time	*Activity*
3rd week of April	Memo to school staff (see Item 6, pages 15-16)
3rd week of April	Letter to parents (see Item 8, pages 20-21)
3rd week of April	Meeting with school staff (see Item 6, pages 15-16)
4th week of April	Classroom presentations (see Item 7, pages 17-19)
1st week of May	Presentation for parents (see Item 8, pages 20-21)

SELECTION

The schedule for student selection overlaps the recruitment schedule:

Time	*Activity*
3rd & 4th weeks of April	Finalize selection criteria (see Item 10, pages 23-24)
3rd & 4th weeks of April	Finalize selection process (see Item 11, pages 25-26)
1st & 2nd weeks of May	Interview student applicants
3rd week of May	Select students

Student Recruitment

6 Secure district approval and support of the recruitment process and schedule

APPROVAL OF THE GOVERNING BODY

As the schedule for recruitment activities is finalized, the program's governing body (most often a district school board), should be given an outline for approval. If the program operates separately from the cooperating school district, approval of both the governing body and school board must be secured before recruitment begins.

In addition, school district administrators and staff should be brought up to date on recruitment plans and schedules and their support of the EBCE program should be sought.

SCHOOL DISTRICT SUPPORT

Meeting With Principals

After securing school district approval for student recruitment, the program administrator should meet with the principal of each cooperating high school to discuss the schedule and process and to preview any recruitment materials. At this time, the program administrator and principal should agree on a date and time for an informational meeting between school staff (administrators, deans, counselors and interested teachers) and EBCE staff.

The $(CE)_2$ program administrator and the Tigard High School principal outlined the following plan for recruitment activities at the high school:

1. Program staff would be allowed to make a 30-minute presentation in all junior and sophomore classes to groups of not more than 30 students.
2. An evening meeting would be held at the high school to explain the program to interested parents.

3. Program staff and students would spend time at the high school's resource center to answer any questions about the EBCE program.

4. Department chairmen and counselors would be asked to identify outstanding students who might wish to discuss the program with EBCE staff; conversations would also be arranged between these students, their parents and employer/community representatives and program staff.

5. Counseling staff and deans would help program staff define the selection criteria and facilitate the selection process.

6. An article about EBCE would be made available to the staff of the school newspaper.

Meeting With Other School Staff

A memo to school staff should specify the desired characteristics and numbers of students for the EBCE program and outline the proposed schedule of recruitment activities. In addition, the memo should invite administrators, counselors, deans and interested teachers to meet with EBCE staff.

That session should be designed to acquaint school staff with EBCE and secure their support in the recruitment effort. The agenda should include ample opportunity to discuss recruitment procedures and the meeting should culminate in agreement on dates and procedures.

Tigard High School counselors play key roles in helping students forecast schedules for the next year. Therefore, $(CE)_2$ staff use their meeting as an opportunity to provide school staff with information that will help them better counsel students for whom EBCE might hold promise or who are already planning to apply.

7

Make presentations to students at cooperating schools

PLANNING THE PRESENTATIONS

Classroom presentations have two major objectives: (a) to explain EBCE so that students can make intelligent choices about applying for admission to the program and (b) to present simple, specific information about learning concepts, activities and requirements to answer common questions about EBCE. Any presentation to potential EBCE students should be planned with both objectives in mind.

EBCE Philosophy

$(CE)_2$ found it important to emphasize these EBCE expectations:

1. Students must be willing to work with a variety of adults.
2. Students must be willing to learn in a variety of settings.
3. Students must be able to adapt to new learning styles.
4. Students must work on an individualized program.
5. Students are responsible for themselves and their own work in the program.

If these program expectations are explained to prospective students early in the recruitment process, they will be better able to see the differences between EBCE and their regular high school program and decide which is the better alternative for them.

Learning Concepts, Activities and Requirements

$(CE)_2$ found that a three-part presentation works best: introductory comments to explain the program and answer questions often asked about EBCE, comments by current EBCE students on their feelings toward EBCE and their daily activities in the program and a short slide-tape presentation to illustrate what students do at employer/community sites.

Part One. The $(CE)_2$ student coordinator is in charge of classroom recruitment presentations. The student coordinator begins the presentations by placing five posters about the room. Three posters respond to common questions about EBCE: What does EBCE stand for? What are projects? What are exploration levels? The fourth poster outlines the four ways students may use sites for learning (career exploration, learning, skill building and special placement), and the fifth outlines the EBCE curriculum components (Life Skills, Basic Skills and Career Development).

An oral presentation follows the points outlined by the posters. Students do not generally ask questions during such a presentation, so the content is directed toward answering questions students often ask after entering the program: What are some examples of projects? What activities are performed at employer/community sites? Can EBCE students return to the high school to participate in extracurricular activities? What sort of diploma do EBCE students receive? What does a student do in a typical day in the program?

Part Two. The student coordinator involves current EBCE students (two to five at each session) in the recruitment presentation by asking them questions about why they became interested in the program, what their individualized programs entail, how they match career interests with explorations of employer/community sites, what extracurricular activities or regular high school classes they continue to pursue at the high school and what they plan to do after graduation.

Part Three. The presentation concludes with a short slide-tape show illustrating student work at the EBCE learning center and at various sites in the community.

SCHEDULING PRESENTATIONS

Classroom presentations naturally must be scheduled in advance. The $(CE)_2$ student coordinator schedules recruitment programs in sophomore and junior 'required' classes (e.g., home room or English). A morning bulletin the day of the presentation lets students know what's happening.

FOLLOWUP ACTIVITIES

Applications should be made available to interested students after each presentation. A designated staff member should also be available to answer additional questions. The $(CE)_2$ student coordinator remains "on call" at the high school during recruitment presentation days. This is also the best time to schedule interviews with interested students as a prelude to student selection.

CROSS-REFERENCES

See "Community Relations" in Management & Organization for additional ideas on group presentations and other information-sharing strategies.

The Northwest Regional Education Laboratory has developed a slide-tape presentation, available on request, that could be used in student recruitment programs.

You may also find the Program Overview packet, which accompanies these handbooks, useful for introductory explanations of EBCE.

8

Involve parents of prospective EBCE students in recruitment process

LETTER TO PARENTS

Early in April $(CE)_2$ sends letters to the parents or guardians of all sophomore and junior students, outlining the nature of the program and inviting parents to an evening meeting at the high school.

> Dear Parents:
>
> During the last few weeks, staff members from Community Experiences for Career Education, Inc., have been speaking to all sophomores and juniors at Tigard High School. Your son or daughter may have mentioned this exciting alternative to the last two years of high school education.
>
> $(CE)_2$ is an effort to develop ways to help students make the transition from youth to adulthood. Two years ago a private nonprofit corporation was formed to oversee this program with the cooperation and approval of the Tigard School District.
>
> Students in the program receive a Tigard High School diploma upon completion, and the program has full approval of the Oregon Board of Education as a pilot and experimental program.
>
> The program permits students to explore employer sites in the metropolitan area and encourages students to participate in several career fields. By working with a variety of adults in the community, students are encouraged to consider their opportunities and responsibilities within careers.
>
> In addition, all students are involved in activities in mathematics, reading and communication skills. Experiences in citizenship, science, creative development and other areas make this program a broad and total educational experience for students.
>
> Career education can be important to all students. For those interested in a career in the professions, it is an excellent opportunity to explore the law, medicine, education and so forth before committing to a very expensive college program. For those interested in employment after high school, it is an excellent chance to gain specific skills and understanding of ways to seek and gain employment. Part-time employment and community college enrollment are other choices many of our graduates make.
>
> We will have an open meeting on ____*(date)*____ at __________________________ __________________________for all parents and students interested in learning more about this unique program. Won't you and your family join us?

PRESENTATION FOR PARENTS

The meeting for parents of prospective EBCE students should be held at the cooperating high school, if at all possible, as holding the meeting in familiar surroundings will put parents at ease. Since the number of participants can be large, be sure adequate facilities are arranged.

$(CE)_2$'s parent meeting is held in the evening. Parents, students, employer/community representatives, members of the $(CE)_2$ board of directors and $(CE)_2$ staff are invited. $(CE)_2$ recommends including at least one high school administrator and a school board member in the presentation.

The program administrator conducts the meeting, first introducing key EBCE concepts and explaining $(CE)_2$'s relationship with Tigard High School. He uses a slide-tape presentation to illustrate student experiences at employer/community sites. A panel of the program administrator, employer/community representatives, board members and program staff comment on the program and open the session to questions, each of which is answered by an appropriate panel member. Typical queries are:

1. *Will my son/daughter attend any regular high school courses?*
2. *Who pays course fees for community college courses?*
3. *Do program staff really know what students are doing at employer/community sites?*
4. *How do you decide who gets into the program?*
5. *Can an EBCE student transfer back to the high school?*
6. *How many students transferred back to the high school this year?*
7. *How does EBCE differ from a work experience program?*
8. *Would a graduate of EBCE have difficulty getting into college?*
9. *How do you meet state physical education requirements?*
10. *How do you react to unmotivated students or students who do not participate?*
11. *Has the program followed up on its graduates? What happened to them?*

After the panel discussion, panel members and additional staff are on hand to answer further questions. Applications for the program are also available as well as brochures and related informational material.

9

Provide additional opportunities for students, parents and others with questions to talk to designated program staff

In addition to the question and answer session at the parent presentation, both parents and students should be encouraged to talk directly with program staff in the weeks before the selection deadline by phoning or visiting the learning center.

At $(CE)_2$, the student coordinator usually handles questions and discusses the program with anyone who desires further information. Several parents and many students have visited the $(CE)_2$ learning center to see the facility, examine program materials and talk about the program.

Student Selection

10 Determine eligibility criteria for students

Just as they should agree on desired characteristics of the EBCE student body, EBCE staff and the program's governing body must also agree on criteria for student selection.

In addition to criteria used to determine the target audience for student recruitment and selection (see Item 2, pages 9-10), $(CE)_2$ has used the Performance Profiles for Rating Student Behavior (see page 24) to measure student self-directedness, which is considered an important indication of student success in EBCE. Using this profile, program staff work with high school counselors to sort students applying for admission to the program into three groups representing categories of high, moderate and low self-directedness (see next item, 11).

Other factors include (a) a recommendation about each student from a counselor at the high school, with accompanying information about the student's grade point average and attendance record and (b) an interview between the student and the $(CE)_2$ student coordinator.

PERFORMANCE PROFILE CRITERIA FOR STUDENT SELECTION

Directions to Counselors: Imagine that a prospective employer has asked you to make a prediction as to what would be the most likely "performance profile" of a student after one month at his/her place of business. On the basis of your professional judgment, sort the student applications into three groups corresponding as closely as possible to these three "performance profiles."

Above Average	Average	Below Average
Consistently seeks additional responsibilities	Accepts responsibility when assigned	Avoids responsibility
Consistently projects interest and enthusiasm about his work	Usually projects a degree of interest and enthusiasm about his work	Seldom projects interest and enthusiasm about his work
Seeks feedback on performance and accepts supervision willingly	Usually receptive to feedback and supervision	Reacts negatively to feedback on performance, seems to resent supervision
Works effectively in a group, is tactful and friendly in dealing with other people	Is usually cooperative and friendly to those with whom he works	Frequently tactless or inconsiderate in dealing with other people
Frequently takes initiative in learning about new ideas or things	Usually interested in new ideas or things	Doesn't seem interested in new ideas or things
Adjusts readily to new situations	Somewhat adaptable to new situations	Slow to accept or adjust to new situations
Consistently follows through on commitments, appointments, etc.	Generally dependable--needs occasional reminders	Requires constant supervision, needs frequent prodding to carry through on tasks
Work is usually neat, accurate and thoroughly done	Work is reasonably neat, accurate	Works with minimal accuracy, work has careless, "done-at-the-last-minute" appearance

11

Select students for EBCE program and notify all applicants

Student selection procedures will differ according to the criteria established earlier. $(CE)_2$'s selection process may, however, serve as an example.

$(CE)_2$ STUDENT SELECTION

$(CE)_2$ directs all student applications to the student coordinator who uses self-directedness ratings, cumulative educational records and personal interview data to rank students in categories of high, moderate and low self-directedness. High school counselors are also asked to rank students in the three categories as a double check.

To balance the student body among highly, moderately and marginally self-directed students for program year 1974-75, $(CE)_2$ selected thirty percent of the new students from the highly self-directed category and the remaining seventy percent by random choice from the other two ranks.

NOTIFYING APPLICANTS AND THEIR PARENTS

All applicants to EBCE are apprised of the selection results. $(CE)_2$ has used letters like the following to notify applicants and their parents:

LETTER OF ACCEPTANCE

Dear *(Student)* :

It is my pleasure to inform you that a place is being held in your name in the EBCE program for next school year *(year)* . We are delighted that you have elected to join us and that we in turn will be able to provide the staff, equipment, materials and sites needed to continue our exciting alternative. We will be contacting you soon with a description of activities that will occur between now and next September. We will inform *(high school)* of your selection, so no other actions on your part are necessary during the next few weeks. However, if you have changed your mind and do not want to participate in EBCE next year, please call me immediately at *(telephone)*. If I do not hear from you, I will assume that we will have the pleasure of sharing many important activities and many pleasant moments next year.

LETTER OF REJECTION

Dear *(Student)* :

It is my unpleasant task to inform you that your name was not selected for direct participation in the EBCE program next year. If some of the students who have been selected change their mind, move out of the community, or in some other way are not available to fill their place, we will be replacing them by selection from those of you who were not selected in this first round. We appreciate your interest, and will keep your application near at hand.

ADDING STUDENTS DURING THE PROGRAM YEAR

When enrollment falls below a predetermined figure, the program can select new students from among the pool of those who were not selected in the original process (Item 16, page 34, treats transfer into the program in more detail).

NEW STUDENT OPEN HOUSE

To welcome newly selected students into the program, $(CE)_2$ holds an open house late each May. After a general introduction to EBCE by program staff, current students walk new students through the learning plan, the competencies and the use of employer/community sites for student learning. Information on more formal orientation procedures is provided in subsequent items.

RECORDING DATA ON NEW STUDENTS

Information gathered on each student during the recruitment process (cumulative records, counselor ratings and interview summaries) should be summarized and entered into the student's EBCE records before the program begins.

CROSS-REFERENCE

See "Student Records," pages 45-46, for recording information on students entering the program.

Student Orientation

$(CE)_2$ schedules preliminary student assessment during the summer months to (a) gain information on each student's proficiencies in reading, mathematics and communication and (b) identify student career interests and preferences. "Learning Plan Negotiation," Curriculum & Instruction, pages 54-65, provides further information on student assessment.

The assessment process follows student selection and serves as a prelude to student orientation, although it is not an orientation process as such.

12 Assign staff roles for student orientation

The orientation program usually involves all staff members. To insure an effective and informative orientation program the program administrator may delegate responsibility to a particular staff member (possibly the student coordinator) or to a committee for planning and overseeing the orientation process.

Student orientation is eventually shared among all staff members, with each individual assuming special responsibility for program elements relating to his or her role. Individual assignments can be made after the elements of the orientation program are determined.

13 Prepare orientation program

OUTLINING THE CONTENT

EBCE student orientation should introduce students to such overall EBCE concepts as community-based learning, self-direction and accountability and acquaint students, through actual experiences, with EBCE learning activities such as negotiating a learning plan and visiting an employer site.

$(CE)_2$ has broken the content of the orientation program into the four topic areas described below. Orientation is planned around these topics and a student handbook is developed (see Appendix A) to give students their own reference to program details.

Learning Plans

The important negotiation process between the student and learning manager needs priority attention on the orientation schedule. Students will need time to confer individually with their learning managers about what their learning plans will entail.

Other areas that can be especially confusing to new students and should be included in the orientation to learning plans include projects, journals, competencies and study skills.

Resources

The combined use of resources at the learning center and at employer/community sites should be explained. Audiovisual tools and other resources at the learning center should be made available for hands-on experience with equipment, files and references.

Employer/Community Sites

Because a student spends a great deal of time at employer/community sites, a thorough orientation to use of the community for learning is essential.

Special attention should be paid to site choice, exploration levels, learning levels, use of materials and equipment at employer sites, employer relations specialist functions and transportation (including scheduling, parent permission, reimbursement and any special arrangements with public carriers).

Guidance and Accountability

The $(CE)_2$ accountability system has been designed to help students meet program requirements and complete learning activities while learning to accept increasing responsibilities for their actions. A thorough explanation of the accountability system, particularly school year action zones, is necessary. This discussion should include "house rules" and program resources for guidance.

ADDITIONAL CONSIDERATIONS

Audience

The program administrator determines the audience for student orientation. In $(CE)_2$'s case, both returning and new students attend orientation sessions.

Scheduling

The person or committee appointed to oversee student orientation must schedule orientation activities to begin the first day students arrive. Factors influencing the schedule include program time allotted to orientation, staff time for individual sessions and external constraints such as the scheduling of student explorations on employer/community sites.

$(CE)_2$ schedules four full days for student orientation, including student visitations to employer/community sites on the last two days.

Notification of Employer/Community Sites

If employer/community sites are to be used during student orientation (for career exploration activities), a program staff member should make advance arrangements for a formal visitation.

Preparing Materials

A three-ring binder allows students to collect their own record of orientation, which they can later use to reorient themselves as necessary. At the end of the orientation period, these binders should contain a complete description of the EBCE program. Suggested for inclusion are the Student Handbook (see Appendix A) and any student guides printed by the program. Staff leading workshops should also consider providing written materials and handouts.

Needless to say, all materials must be prepared in advance of the orientation program in sufficient quantity to allow each student and staff member to keep copies.

Preparing the Facility

The learning center should be prepared in advance for the orientation program. Videotape machines, tape recorders, overhead projectors and other equipment may be needed for workshops or demonstrations.

CROSS-REFERENCE

For further discussion of guidance functions in student recruitment and orientation, see "Guidance," Student Services, Item 4.

For orientation considerations pertaining to individual learning strategies, see the various sections of Curriculum & Instruction --for career explorations, see pages 137-144; for projects, see pages 220-232; for learning and skill building levels, see pages 307-312; for competencies, see pages 350-352; for student journals, see pages 427-428; for employer seminars, see page 470.

14

Conduct orientation activities

$(CE)_2$'S ORIENTATION WEEK

$(CE)_2$ student orientation activities for the years 1973-74 and 1974-75 can serve as examples in designing an orientation program. Highlights of the two orientation programs follow. The 1973-74 orientation is detailed in Appendix B, the 1974-75 program in Appendix C.

Orientation 1973-74

The opening session of the 1973-74 orientation program began with an informal game to introduce students and staff. The game was followed by a more formal presentation defining the program's objectives, learning activities and requirements.

Students were then introduced to various aspects of their EBCE learning experience through a series of four workshops.

1. An employer/community site workshop included the role of the employer instructor in EBCE learning.
2. A learning plan workshop detailed the role of the student in building an individualized learning plan and explored how to formulate and work on projects.
3. A support systems workshop covered such program elements as competencies, resource materials, guidance and evaluation.
4. A workshop on journals and budgeting time gave students information on the accountability system and how to fulfill program requirements.

Orientation 1974-75

The next year $(CE)_2$ decided to let students experience employer/community sites for themselves during orientation. Students therefore had to be introduced to program concepts early in the week in preparation for visiting employer/community sites during the last two days of orientation. Employer relations specialists matched students to employer sites on the basis of student preferences expressed during the summer or during the first two days of orientation.

The first day-and-a-half of the 1974-75 orientation schedule was devoted to general program information presented in a variety of ways: games, role playing, question/answer sessions and hands-on activities.

A series of workshops then alternated with employer/community site explorations throughout the rest of the orientation period. The workshops paralleled those described for orientation 1973-74.

Following is an overview of the 1974-75 orientation schedule (a complete schedule appears in Appendix C):

ORIENTATION 1974-75

	Morning	Afternoon
First Day	Greetings/Introduction Game Program Overview Group Cooperation Activity	Distribution of Student Handbooks Transportation System Explanation Forms Used in the Program Computer Questionnaire
Second Day	Housekeeping Rules/ Questions Time Budget Activity Goal Setting Activities Accountability System Explanation	Workshops (four groups of students each looked at two of the following workshops): Learning Plan Competencies and Resources Exploration Levels Student Journals
Third Day	Half of the students participated in remaining workshops Half of the students visited their first employer site	Half of the students participated in remaining workshops Half of the students visited their first employer site
Fourth Day	Half of the students participated in workshops, used the computer or worked in a study group Half of the students visited their first employer site	Half of the students participated in workshops, used the computer or worked in a study group Half of the students visited their first employer site

ORIENTATION FOLLOWUP

$(CE)_2$ staff have devised several orientation followup activities specifically to evaluate their efforts, improve future orientation programs and assure that students have the information they need to be productive learners in EBCE. These activities include

1. intensive staff/student interaction and a staff/student feedback session to see that orientation objectives have been met
2. a staff debriefing session to critique the effectiveness of presentations, record observations and recommendations for improvement, identify program elements causing students difficulty and suggest tentative topics for follow through workshops during the program year

During all subsequent meetings with students, staff should continue to reinforce orientation objectives.

15

Plan additional reorientation workshops as necessary

Student orientation to EBCE continues long after the first few days in the program. Students are helped to adjust to the program and are supported by staff as they become accustomed to their independence and to interacting maturely with adults. Students who have difficulty budgeting time to keep up with program requirements may need special reorientation sessions, which may be conducted individually or in groups, depending on the nature of the problem. A student/staff retreat early in the program year can also serve an orientation function, familiarizing staff and students with one another and program functions through informal interaction.

CROSS-REFERENCE

See "Guidance," Item 5, for more information on the student/staff retreat.

16

Plan procedures for orienting students entering after program year begins

Each new student entering the program should receive orientation similar to the formal session conducted at the beginning of the program year. At $(CE)_2$ an entering student is walked through program concepts and elements, either on an individual basis or with a small group of new students.

This orientation for new students usually involves at least two meetings each with a learning manager, employer relations specialist and learning resource specialist. These activities need not be conducted entirely within the learning center. The ERS may "interview" the student by including him or her in a visit to an employer. Other students may take the new student through typical days of their respective programs. New students must have indicated preferences for initial employer/community site explorations by the end of their orientation. At that point the student quickly becomes involved in EBCE activities and is included in any further orientation activities scheduled during the year.

Student Transfer

17 **Establish procedures for transfer into and out of EBCE program.**

Provisions for student transfer into and out of the program require mutual agreement between EBCE and cooperating school districts regarding transfer procedures. The program must also provide the EBCE equivalent of a transcript for students desiring to leave the program.

EXAMPLES FROM $(CE)_2$

Transferring into the Program

$(CE)_2$ has operated with an established enrollment figure each year and student transfers have been accepted into the program to fill openings within that number. The program's student recruitment process usually nets more students than can initially be accepted into the program, leaving a pool of students who have applied to the program and are considered first for transfer if openings occur. Additional student applications for transfer are also received and reviewed at the recommendation of high school staff.

Transfer students are selected immediately to fill vacancies that occur during the first few weeks of the school year. After the second week of October, staff may wait to fill vacancies until the first four weeks of the second semester, although students may be accepted into the program at any time during the year, with a corresponding adjustment of learning expectations.

The process of selecting and approving students for transfer involves conferences between the $(CE)_2$ student coordinator and high school counselors and the same open exchange of student records as during initial student selection.

Transferring out of the Program

The working agreement between Tigard School District and $(CE)_2$ states that the school district "agrees to offer re-entry to the high school system for those students requesting to return from the $(CE)_2$ program." A student's departure from the program is not considered an automatic admission ticket back to the high school, however, without a conference between the student, the student's parents, a Tigard High School dean and the $(CE)_2$ program administrator and/or student coordinator. The purpose of this conference is to determine the student's future plans, the learning environment most appropriate to those plans and a program to match the student's interests and goals.

$(CE)_2$ students have until the second week of October to determine if they want to return full-time to the high school. After that deadline, they must wait until the start of the second semester to request re-entry to the high school.

$(CE)_2$ staff complete a Record of Student Performance for any student desiring to leave the program, recording work completed to the date of transfer. This credential is then submitted to the receiving institution. An accompanying note or telephone call invites counselors or deans to contact the $(CE)_2$ program administrator or student coordinator with any questions regarding the credential.

The student coordinator, in consultation with the student's learning manager and employer relations specialist, works out any credit or grade translations that may be required by the receiving institution. Such translations are made directly with the receiving institution on an individual student basis.

If a student over the age of 16 wishes to leave $(CE)_2$ and not return to high school, the program asks the student's parents to write a letter indicating alternative educational plans (entering a high school completion program or applying for a GED certificate, for example). That letter is forwarded to the student's high school and entered into the student's permanent records.

All students leaving the program for whatever purpose are given a copy of their final Record of Student Performance. This credential certifies their accomplishments in the program for any educational, employment or military purposes. The original Record of Student Performance is retained at the program learning center, and a copy is submitted to the high school for addition to the student's permanent records.

CROSS-REFERENCE

See "Student Records," pages 63-66 and Appendix D, for further information on the Record of Student Performance.

Program Completion & Graduation

18 Establish procedures for program completion and graduation

EBCE programs must determine procedures for issuing diplomas and perhaps also for issuing certificates of program completion. Such procedures should provide for flexible program completion, liaison with the high school concerning diplomas and commencement activities and giving diplomas to students who choose not to take part in commencement. Programs may also wish to honor students completing the program with a staff/student/parent get-together.

$(CE)_2$ COMPLETION PROCEDURES

$(CE)_2$ students receive regular diplomas from Tigard High School: the diplomas are not distinguished in any way from those received by students graduating from the regular school program. This was made possible by gaining both district and state department of education approval of the program as an equal but alternative offering for Tigard juniors and seniors. The program provides the high school with a list of graduates, which also gives the official version of student names for diplomas.

When a student completes stated program requirements, a Record of Student Performance is completed and signed by the program administrator. The original performance record is retained at the learning center, and a copy becomes part of the student's permanent records at the high school. A copy is also given to the student.

Students can choose to participate in high school commencement activities and receive their diplomas at that time or receive them informally from the program administrator.

Flexible Program Completion

Students who complete program requirements early may petition the staff for early release.

A student desiring early release submits a written request to the staff explaining why he or she wishes to leave the program early. This request is circulated among the staff, and each staff member indicates whether the student has fulfilled the necessary requirements for program completion.

Staff members discuss early release with the student to determine if he or she has definite post-graduation plans and is ready to initiate them. If the student does not know "what happens next," staff and student talk about program alternatives to early release: skill building or special placement on particular sites (for advanced or additional learning) or placement for pay.

Students completing the program early are given their Record of Student Performance but do not receive diplomas until the end of the year. They may choose to go through commencement at the end of the year, receive their diplomas by mail or pick them up in person from the program administrator.

Because $(CE)_2$ staff work on 12-month contracts, there is some flexibility for students who are falling behind in completing requirements. Students in this situation may negotiate with staff to work for a specified period of time during the summer to complete requirements. However, other EBCE programs may not have this leeway.

The program administrator holds the diploma of any senior not yet certified for graduation until both a learning manager and employer relations specialist indicate that the student has completed the required work.

Graduation

The student coordinator maintains contact with high school counselors regarding commencement activities and lets counselors know which students will be participating in commencement. Counselors keep the program informed about all graduation activities--caps and gowns, rehearsals and so forth--so that graduating $(CE)_2$ students have the same information as Tigard High School seniors.

Special Activities to Honor Graduates

$(CE)_2$ has made a practice of holding an informal staff/student/parent gathering to honor graduates. Originally, the program presented students with standard award certificates for completing the program (in addition to the regular high school diploma). Graduates now receive their Record of Student Performance as the equivalent of a program certificate.

STUDENT RECORDS

STUDENT STATUS BOARD
JONATHAN BROWN
CAROL ALBERTS
HEIDI GRANGER
EVERETT WILLIAMS
LEARNING SITES
PROJECTS
ASSE
CA
RFORMANCE
EVIEW
SKILL
EVELOPMENT
EXPERIENCE
ECORD

STUDENT RECORDS

STUDENT RECORDS

EBCE student records are designed to collect, record, interpret and report information in student progress through the program. Such records provide data for diagnosing student abilities and needs, prescribing action to meet diagnosed needs and documenting and reporting student experiences.

EBCE student credentials are the equivalent of a transcript, certifying a student's learning experiences in the program and summarizing and interpreting those experiences in a format suitable for both employers and educational institutions.

WHAT STUDENT RECORDS SHOULD DO

1. provide precise, accurate and current information on individual student performance and learning growth
2. provide information necessary to certify program completion
3. enable the program to report student achievement to various audiences, including parents and educational institutions
4. give students a record of their EBCE experiences that
    a. permits transfer to another high school, if desired
    b. meets state standards for high school graduation
    c. provides basic credentials for postsecondary institutions
    d. certifies student experiences and accomplishments for prospective employers

ASSUMPTIONS ABOUT STUDENT RECORDS

Individualized programs depend on well-planned, simplified records that continually reflect where students are and what they are doing.

Providing student credentials is an integral and concluding part of the program's recordkeeping system; student records should be designed to record the data needed for such credentials.

An alternative educational program requires an alternative credentialing system, rather than straining traditional methods to meet new program needs.

Students should have access to their own records of program progress and program completion and should be able to use these records to meet whatever needs they have when they leave the program.

The final student credential should have equal utility for application for employment or for postsecondary education or training.

THE PEOPLE INVOLVED

EBCE program staff generally collect and share student information related to their areas of responsibility:

The learning manager (LM) collects information on student learning activities.

The employer relations specialist (ERS) collects employer/community site information.

The learning resource specialist (LRS) collects data on student work in the competencies and with programmed instructional materials in Basic Skills.

The student coordinator (SC) supervises the collection of affective behavior records and assessment information and is responsible for the overall correctness of student credentials.

The learning aide and clerical assistant record information and use student records to complete student credentials.

Steps to Follow

PLANNING THE SYSTEM

page

1 Determine program needs for student information *45*

2 Determine audience needs for student information *47*

3 Identify sources of student information *50*

4 Design system for recording and storing student information to meet program and audience needs *53*

5 Assign staff and participant responsibilities for collecting and recording student information *59*

6 Agree on system for final student performance record *63*

7 Approve format for final student performance record *65*

8 Establish policy regarding confidentiality of student records *67*

USING THE SYSTEM

9 Keep administrative records on each student *69*

10 Record student transportation arrangements *77*

11 Record student attendance *88*

12 Maintain master and individual student records of learning experiences *95*

13 Use additional procedures as necessary to monitor and record student progress and behavior *114*

14 Keep individual staff records to support student learning activities *120*

15 Report student information to identified audiences *132*

Planning the System

1

Determine program needs for student information

To tailor learning to individual students and to monitor student progress through the program, information in EBCE student records must be specific, current and comprehensive. The program's individualized nature makes it imperative that all student learning activities be monitored and recorded. Only by keeping track of what a student has done and is doing can staff help tailor a learning plan suited to that student, evaluate progress and report results. EBCE records must also satisfy society's need for educational accountability in programs using learning techniques that take the student out of the traditional controlled environment of the classroom.

Accurate EBCE recordkeeping must describe key steps in the process of student learning, as well as recording evaluative measures of performance or achievement. Target dates, types of contact with resources, time spent in specific learning environments and brief student and adult rationales for individual activities should all be identified in EBCE records.

THE TYPES OF INFORMATION NEEDED

Basic Student Information

Certain student information is essential to have on file: student name, address, telephone number, an emergency contact and such vital statistics as date of birth, age, birthplace and so forth. It is also helpful to maintain names and current addresses of program graduates to follow up with them on postgraduation plans and activities and gain their later perspectives on program experiences.

Status of Entering Students

For each student, the program should file results of all diagnostic instruments and other measures used to determine the student's skill levels and career aspirations. In addition, the program should have on file each student's cumulative educational record.

This necessitates an arrangement with the student's previous schools to secure transcripts and other cumulative data.

Student Learning Progress and Program Completion

A complete record of student learning activities is essential to report student progress periodically and to certify student completion of program requirements. The records should be geared to the program's requirements to provide the data that will be needed to certify program completion.

$(CE)_2$'s program completion requirements are as follows:

1. All students must complete ten projects per program year, two in each Life Skills area (each project includes Basic Skills activities).
2. Each student must complete all thirteen competencies.
3. Students must complete a minimum of five career explorations per program year and demonstrate adequate use of employer/community site resources and opportunities, as judged by employer instructors and program staff.

Requirements may be waived or modified in individual cases on the written recommendation of a staff member and approval by the program administrator.

Providing a Final Student Performance Record

All EBCE programs need a credentialing process--a procedure for presenting and interpreting each student's personalized learning program to other institutions. This process must document a variety of student experiences in a way that is of equal value to high school admissions counselors, personnel directors, college admissions officers and the students themselves.

The final student performance record--the credential that accompanies any student leaving the program--gives formal evidence that the program has met the requirements of its state department of education and local school district and the needs of students and the community. It also displays the extent to which each student has made use of the program's services.

CROSS-REFERENCE

Program completion requirements receive additional explanation in "Learning Plan Negotiation," Curriculum & Instruction, pages 52-53.

2 Determine audience needs for student information

INTERNAL AUDIENCES

Staff of an EBCE program need essentially two types of information to negotiate student learning plans and provide guidance:

1. student characteristics (background, interests, needs, learning styles, abilities, aptitudes)
2. student progress (prior achievement, learning objectives, learning experiences, progress in meeting learning objectives, accomplishments in the EBCE program)

Students should be given a clear statement of program requirements to know what is expected of them. They should be informed of the results and implications of all diagnostic testing and kept aware of their progress toward meeting program completion requirements. They should be apprised of any problems staff have noted. They should also receive their own final record of performance and be able to use that credential for any post-program purposes.

Parents want to know how their sons and daughters are progressing in the program. They have the legal right to inspect any records concerning their children (see Item 8, pages 67-68) and should receive regular reports of their child's progress. They should also be given a summary of student performance when their students leave EBCE.

Employers participating in EBCE deserve special consideration in the reporting of student progress. They are the backbone of the EBCE curriculum; to do a good job, they need constant updating on the program and its students.

EDUCATIONAL INSTITUTIONS

Cooperating school districts may have specific reporting requirements. For example, $(CE)_2$ is required by contractual agreement to report student attendance figures to Tigard High School. If the cooperating school district grants diplomas to EBCE graduates, the district will need information that certifies program completion. In addition, the district must know the number and names of graduates to plan commencement activities.

Secondary schools receiving students transferring from EBCE must have information comparable to that on a transcript, describing student learning activities and performance and recommending translation of student activities into regular program equivalencies, including units of credit, if specifically requested. The credential should help counselors place transfer students in the regular school program.

State education departments may have specific reporting requirements, particularly concerning attendance and curriculum.

Postsecondary institutions (colleges, universities, community colleges and trade schools) need information that will help them evaluate the EBCE graduate in terms of admittance criteria. Registrars usually base admission on three factors: entrance examination scores, grade point average and letters of recommendation. EBCE's alternative credential should provide the equivalent of this information, while remaining true to program purposes and explaining program uniquenesses.

While some postsecondary institutions admit students simply on the basis of a high school diploma, a program credential helps in placing students within specific subjects or programs. Staff of such institutions may need assistance from EBCE staff in interpreting student activities, but the credential should provide easy access to (a) records of what the student has accomplished and experienced in the program, (b) staff recommendations concerning the applicant's potential success in a postsecondary educational program, (c) records of prior school experiences (high school transcripts) and (d) test scores on any college entrance examinations the student wishes reported.

ADDITIONAL AUDIENCES

Prospective employers of EBCE students need records that detail exactly what the student has learned and experienced in the program that is applicable to occupational needs.

Students entering military service need evidence of the schooling they have completed. This can be a copy of their high school diploma, a transcript showing date of program completion, GED certificate, explanatory letter from institutions granting certificates of completion or, in the case of nongraduates, a transcript or alternative performance record.

While the community-at-large has no specific information requirements regarding student performance in the program, EBCE depends on the community for student learning experiences, and programs should provide general information about student progress in the program to help maintain public support.

CROSS-REFERENCES

Item 15, pages 132-135, contains suggestions for meeting audience needs for student information.

"Program Entry/Exit" discusses information-sharing between institutions when students transfer into or out of the program, pages 35-36, and procedures for certifying EBCE students for high school graduation, pages 37-38.

The needs of various audiences for general program information are discussed in "Community Relations," Management & Organization, pages 172-192.

3 Identify sources of student information

EBCE student records will draw primarily from the following sources of information to provide data that meet both program and audience needs. The descriptions below are very brief and serve as an introduction to Items 4 and 5, which detail the actual recording devices and procedures used by $(CE)_2$.

Student Applications

The student's application to EBCE yields data such as name, address, telephone number and an emergency contact and such statistics as date of birth, age, birthplace, grade level and so forth. In addition, the application devised for $(CE)_2$ includes a questionnaire to elicit personal and educational background, goal and interest information from the student (see Item 9, page 71, for sample). The application thus becomes a first step for EBCE staff in getting to know the student as an individual, as well as a record of information essential for administrative purposes.

Transcripts

Transcripts from previous schools also yield information on the student's educational background and interests. Such information is invaluable in negotiating learning plans with the student. The Tigard School District permits $(CE)_2$ to review cumulative records of students applying and selected for the program. The original and legal copies of the official student transcript are retained by the school district and copies made available to $(CE)_2$.

Assessment

Results of diagnostic instruments and other measures help determine student skill levels and career aspirations. EBCE assessment sources include

1. diagnostic tests for identifying Basic Skills abilities and Career Development interests
2. staff interviews with and observations of students to identify essential learner characteristics such as favorite subjects, preferred study environments and so forth

3. continuous evaluation of student performance in various learning strategies

Student Learning

Students achieve their individual goals in Life Skills, Basic Skills and Career Development through a variety of activities. These include career explorations, learning levels, skill building levels, projects, competencies, journals and employer seminars. The students' progress in these activities must be measured and recorded (see Item 4, pages 55-58, for details on $(CE)_2$ records).

Personal Interactions

Informal and formal interactions among students and staff members or other adults will yield information on student needs and abilities, as well as attitudes and affective growth. Conferences between individual students and staff members, for example, can yield data that help staff and students work out solutions to problems students may be having in meeting target dates, completing activities or meeting other program requirements. Results of staff/student interactions often enter the records through zone progress meetings and zone debriefings held regularly during the school year.

Results of interactions between students and other adults may derive from site maintenance visits or other staff/community adult exchanges. Maintenance visits to learning sites by the employer relations specialist allow the ERS to check with employer instructors regarding student progress and behavior. The ERS then records that information and brings it to zone progress and zone debriefing meetings.

CROSS-REFERENCES

Item 4, pages 53-58, gives an overview of the total system of student records devised by $(CE)_2$ to tap specific sources of student information. Staff and participant responsibilities for recording data are described in Item 5, pages 59-62, and the individual recordkeeping forms that comprise the $(CE)_2$ system are described and displayed in Items 9-14, pages 69-131. The $(CE)_2$ credential is described and displayed in Appendix D.

Item 15, pages 132-135, details how $(CE)_2$ reports student information to various audiences.

Zone progress meetings and zone debriefings are treated in detail in "Guidance," Item 7.

See "Learning Plan Negotiation," Curriculum & Instruction, pages 54-65, for further treatment of student assessment and diagnostic procedures.

Learning site maintenance visits receive attention in "Site Utilization," Employer/Community Resources, pages 119-123.

4 Design system for recording and storing student information to meet program and audience needs

Programs must devise a system for recording all pertinent data from the various sources of student information summarized in the preceding item, making that data accessible to meet program and audience needs.

LEARNING ACTIVITY DATA TO BE RECORDED

For each EBCE learning strategy, specific information regarding the nature, amount and quality of student work must be recorded as follows to help staff know what students have done and are doing:

Career explorations. Sites, starting and completion dates and numbers completed should be logged. Completed Exploration Packages should be kept on file as sources of site descriptions, Basic Skills growth and Career Development information and as records of student accomplishment.

Learning and skill building levels. Sites, employer instructors, starting and completion dates and skills gained at each site should be recorded. Student and employer evaluation forms and comments should also be filed.

Projects. Information recorded should include titles, Life Skills areas, starting and completion dates and numbers completed. Projects, project evaluations and optional critical thinking wrap-up activities should also be recorded and filed when completed. Use of programmed materials, work with tutors, attendance at classes, participation in group activities, special placement work or indepth work with employer instructors should also be logged as part of project records.

Competencies. Information logged should consist of competencies, certifiers and target and completion dates.

Journals. Submission of journals to staff correspondents should be logged.

Employer seminars. Attendance and seminar titles should be recorded.

HOW MUCH DO YOU FILE?

In an individualized performance-based program, you can expect a lot of both formal and informal evaluative information to accumulate for each student. Formally, employer instructors and community resource people are asked to write their comments on the performance of the students with whom they work in various learning activities. Informally, frequent contacts among staff and community people generate a wealth of personal observations about individual students.

It is important, when setting up your records system, to decide in advance how much data you wish to accumulate for each student. The record system described here reflects $(CE)_2$'s choice to strike a balance between easily recorded factual data (that is, how many activities were completed satisfactorily or unsatisfactorily) and less tangible judgmental data about the quality of individual performance (for example, an activity was satisfactory, but the student's performance showed certain characteristics that need attention).

$(CE)_2$ makes use of carbon forms, a photocopy machine and clerical assistance to help staff keep records of evaluative comments. The program's records system provides for filing individual comments made on each student product throughout the year. Staff also summarize their own informal notes into record data and review their comments on student products (Exploration Packages, projects, journals) for regular reporting purposes. In addition, staff make final cumulative remarks on the Record of Student Performance when students leave the program.

Individual staff keep informal notes according to personal preference. Just as some teachers prefer to keep papers written by students for an entire term so they can review indepth both student progress and their comments on that progress, so some EBCE staff will keep copies of evaluative statements and student products. Similarly, others are as comfortable with taking brief notes on student progress and relying less on cumulative files of student work.

$(CE)_2$'S SYSTEM FOR STUDENT RECORDS

$(CE)_2$ devised the following recordkeeping system to meet its needs. The total system is summarized here so you can see it all in one place. Separate categories are then spread out through Items 9-14 and repeated to introduce descriptions of the individual forms themselves. Cross-references here indicate pages on which each form is explained and displayed.

Administrative Records

An administrative file for each student is stored in a locked filing cabinet in the student coordinator's office. Each student's file contains the following:

1. a copy of the transcripts for every high school the student has attended
2. Student Application (pages 71-75)
3. assessment results
4. attendance reports (pages 88-94)
5. the program's copy of the final Record of Student Performance (Appendix D)

Transportation Records

$(CE)_2$ uses the following records to facilitate its transportation arrangements, which include provision of a program van to transport students to and from learning sites in the community:

1. Student Transportation Agreement (pages 78-79)
2. Student Transportation Options (pages 80-81)
3. Transportation Request (pages 82-83)
4. Student Transportation Route (pages 84-85)
5. Transportation Reimbursement Request (pages 86-87)

The Student Transportation Agreement becomes part of each student's administrative file. The Student Transportation Options sheet is filed so that the van driver can refer to it. Transportation Requests and Student Transportation Route forms are used by the van driver to plan daily transportation schedules and are discarded when no longer needed. Transportation Reimbursement Requests become part of the program's expenditure records.

Attendance Records

Attendance forms include the following:

1. Sign In/Out Sheet (pages 88-89)
2. Weekly Time Report (pages 90-91)
3. Student and Employer Instructor Contract and Employer Instructor Report (pages 92-94)

The first two forms receive frequent use and are kept accessible to students and staff on the clerical assistant's desk near a door to the learning center. The Student and Employer Instructor Contract verifies the learning sites that students are visiting and the schedules they are keeping in the community; the Employer Instructor Report comes into the learning center at the conclusion of each site experience and is used by staff to verify student attendance at learning sites for recording and mileage reimbursement purposes. Both forms are then filed in a card file indexed by employer.

Experience Records

Master Record Book

The Master Record Book is stored in a shelf by the learning aide's desk. The book is divided by index tabs into a section for each student, and each section contains the following:

1. Life Skills Project Record (pages 96-97)
2. Student Profile for each year (pages 98-99)
3. Competencies Record (pages 100-101)
4. Student Experience Records for each student's school year action zones (pages 102-104)

Individual Student Books

Three-ring binders for each student are shelved by the learning aide's desk and contain the following index-tabbed sections:

1. Basic Skills section with the results of all Basic Skills learning materials the student has used (Individualized Learning for Adults (ILA) programmed learning materials, for example), notations when Basic Skills materials have been substituted for projects, tutor reports, grades from classes taken elsewhere and so forth

2. sections for filing completed project forms by each of the five Life Skills areas--critical thinking, functional citizenship, personal/social development, creative development and science--as well as the critical thinking wrap-up activities done for each project

3. final section for Career Development, containing

    a. Learning Site Utilization forms for each site the student visits for a learning level or skill building placement (pages 106-107)

    b. Skill Development Record (pages 108-109)

    c. all Student Evaluation of Learning Site forms (pages 110-111)

    d. all Student Performance Reviews (pages 112-113)

The Career Development section also lists career areas the student has chosen to examine and results from the student's career interest tests. These include materials from the Self-Directed Search (SDS) and Career Information System (CIS).

Student Progress and Behavioral Records

A Student Status Board (bulletin board in the conference area of the learning center; see pages 114-115) consists of the following cards for each student:

1. name card

2. a copy of the Student and Employer Instructor Contract

3. projects card

4. competencies card

The following records are used to record staff observations of learning progress and personal growth and to report to parents:

1. Zone Debriefing forms (pages 116-117)

2. Accountability Write-Ups (pages 118-119)

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Staff Records

Individual staff members keep certain forms and other records. The learning manager keeps the following records:

1. Learning Style Self-Assessment check-off sheets (pages 121-123)
2. Project Evaluations (pages 124-126)
3. lists of projects in progress

The employer relations specialist keeps a notebook that includes the following:

1. Student Information Card (pages 127-129)
2. Maintenance Visit Record (pages 130-131)

Student Products

Student journals are considered the personal documents of the students in order to preserve confidentiality of the entries, but staff keep their own informal notes on each student's use of the journal and development of communication skills.

Completed projects are filed for the year and then returned to students.

Separate files of the students' completed Exploration Packages are maintained during the year. These may be returned to students at the end of the year or retained by $(CE)_2$ if the students do not want them back; they do provide site descriptions that can help other students and the staff plan future learning activities.

NOTE: Whether to return completed Exploration Packages and projects to students or retain them will be a matter of staff preference in each EBCE program.

CROSS-REFERENCES

The Curriculum & Instruction handbook covers in detail each of the student products and EBCE learning strategies that provide data to be recorded. See especially "Student Journals," "Projects," and "Career Explorations." Project forms are displayed on pages 200-204 of "Projects."

5

Assign staff and participant responsibilities for collecting and recording student information

Responsibilities for collecting and recording information are shared among EBCE staff according to their roles. At $(CE)_2$, for example, learning managers, responsible for negotiating individual student learning plans, collect information on student learning activities. Employer relations specialists, working with students and employers during student onsite learning, collect employer/community site information and keep track of student progress during site activities. Information on student work in the competencies is collected by the learning resource specialist, and the student coordinator collects Basic Skills assessment data and information on student behavior. The learning aide and clerical assistant help staff record information on student attendance and progress in all activities.

These general areas of responsibility are detailed below by staff member.

LEARNING MANAGER

1. collects student self-assessment data from the Learning Style Self-Assessment sheet
2. summarizes student self-assessment data for Student Profiles
3. contributes information to Zone Debriefing forms on each student
4. fills out Accountability Write-Ups when necessary
5. fills out and maintains file of Project Evaluations
6. maintains lists of ongoing student projects

EMPLOYER RELATIONS SPECIALIST

1. collects and summarizes career assessment data for Student Profiles
2. completes first sheet of Student and Employer Instructor Contract for posting on the Student Status Board
3. collects information for Learning Site Utilization forms
4. keeps records of site maintenance visits

5. collects Skill Development Records from students and gives to learning aide for filing
6. collects Student Evaluation of Learning Site forms from students and gives to learning aide for filing
7. collects Student Performance Reviews from employer instructors and gives to learning aide for filing
8. contributes information to Zone Debriefing forms on each student
9. fills out Accountability Write-Ups when necessary
10. keeps record of student onsite work on Student Information Cards

LEARNING RESOURCE SPECIALIST

1. maintains ongoing record of student work on the competencies and provides competency completion information for the Competencies Records in the Master Record Book
2. collects and updates competency information on the Student Status Board
3. contributes information to Zone Debriefing forms on each student
4. fills out Accountability Write-Ups when necessary
5. supports and maintains records of student use of Basic Skills programmed materials

STUDENT COORDINATOR

1. collects and files student transcripts, applications and Student Transportation Agreements in students' administrative files
2. collects and summarizes Basic Skills assessment data for Student Profiles
3. checks Sign In/Out Sheets daily to verify student attendance
4. contributes information to Zone Debriefing forms and compiles data from zone progress and zone debriefing meetings
5. maintains file of completed Zone Debriefing forms
6. fills out Accountability Write-Ups when necessary
7. maintains file of all Accountability Write-Ups

CLERICAL STAFF

Learning Aide

1. generally supports the learning manager and records student learning activities in Master Record Book and Individual Student Books
2. transcribes learning center attendance from Sign In/Out Sheets to Student Experience Records in Master Record Book
3. collects and records all but site information on Student Experience Records in Master Record Book
4. collects and records information on Life Skills Project Records in Master Record Book
5. records information on Student Profiles in Master Record Book
6. records information on Competencies Records in Master Record Book
7. enters Project Evaluation comments on project forms in Individual Student Books
8. records information on Learning Site Utilization forms in Individual Student Books
9. completes Skill Development Records and files them in Individual Student Books
10. files Student Evaluation of Learning Site forms in Individual Student Books
11. files Student Performance Reviews in Individual Student Books
12. helps to maintain the Student Status Board, including collecting information for the projects card
13. records results of zone progress and debriefing meetings on Zone Debriefing forms for student coordinator

Clerical Assistant

1. generally supports the employer relations specialist, recording site information in the Master Record Book and helping to maintain ERS records, including Student Information Cards and a file of completed Exploration Packages
2. maintains Sign In/Out Sheets for daily student use
3. receives Transportation Requests from students and relays them to van driver
4. processes Transportation Reimbursement Requests
5. collects employer/community site attendance from Weekly Time

Reports and Employer Instructor Reports and records data on Student Experience Records in Master Record Book

6. collects and posts Student and Employer Instructor Contracts on Student Status Board
7. maintains file of Student and Employer Instructor Contracts and Employer Instructor Reports

COMMUNITY PARTICIPANT RESPONSIBILITIES

Employer instructors participating in the $(CE)_2$ program fill out Student and Employer Instructor Contracts with student help; at the end of students' site experiences, the EIs fill out and mail Employer Instructor Report post cards to the learning center. Employer instructors also verify Weekly Time Reports, fill out Skill Development Sheets with the students, complete Student Performance Reviews and verify, comment on and sign completed Exploration Packages and certain project activities.

Competency certifiers sign and date the Competency Record in each student's competency workbook to verify completion of specified activities.

CROSS-REFERENCES

Items 9-14, pages 69-131, contain samples of each form in the $(CE)_2$ recordkeeping system. Staff responsibilities are repeated in these items as necessary to describe the procedures for filling out each form.

The entire procedure for filling out the $(CE)_2$ Record of Student Performance (program credential), including individual staff responsibilities, is described in Appendix D.

Details on staff responsibilities for reporting student information are contained in Item 15, pages 132-135.

6

Agree on system for final student performance record

An EBCE credential should certify the specified outcomes that students have accomplished and the learning experiences that have occurred. It should provide some guidelines for determining how activities, experiences and performances can fit from one system to another, including recommendations for equivalent units of credit and grade equivalencies when these are required by other institutions.

The credentialing system must be consistent with EBCE program goals and, at the same time, intelligible and satisfactory to other institutions. While some institutions have been reluctant in the past to accept credentials differing from the standard transcript format, this attitude is changing. For example, many forward-looking college admissions officers are recognizing the value of narrative performance records and the detailed student profile they offer. This change is inevitable in view of the variety of alternatives becoming available to students and the need to keep students' options open, without foreclosing opportunities for higher education.

The EBCE credential should be developed in close cooperation with recipients to ensure that student information can be translated from the program to other systems in language that is readily understood. The secret of successful translation is in the language, and credibility is less of an issue if the transmitter and receiver are speaking in similar or commonly understood terms.

GUIDELINES FOR CREDIT AND GRADE EQUIVALENCIES

The $(CE)_2$ program individualizes student assessment and evaluation and uses performance-based criteria for evaluating student progress. Students are measured in relation to themselves, rather than in reference to group norms. Consequently, the program uses narrative, student-specific performance records rather than letter grades.

EBCE programs adopting $(CE)_2$'s point of view will have to provide postsecondary institutions and secondary schools with some basis for equating program experiences with units of credit in specific subject areas, if necessary, or determining levels of student performance. $(CE)_2$ staff believe that these guidelines should be general recommendations, however, and the actual translation left to the institutions themselves.

The translation process should not be too complex. It should be reduced to its simplest elements and, if possible, reviewed by receiving institutions in advance to determine if it is workable for them and meets their requirements. The credential should include specific directions for contacting the program for any needed assistance.

THE $(CE)_2$ CREDENTIALING PROCESS

The educational agencies with which $(CE)_2$ has interacted in credentialing its students--the Tigard School District, the Oregon State Department of Education, other districts receiving EBCE transfers and postsecondary institutions receiving graduates from the program--have all recognized the unique problems faced by $(CE)_2$ in attempting to provide instruction that is individualized, interdisciplinary and community-based and then to describe this program in terms that are meaningful to other institutions. They have all been willing to recognize the program as nongraded and have not required stringent procedures for translating student performance into formal credits. This has allowed the program much flexibility in developing its system for credentialing student achievement (see the following Item 7 and Appendix D).

7

Approve format for final student performance record

The actual format that an EBCE program adopts for transmitting student performance information should be flexible, so it can be easily tailored by the student to meet the individual requirements of different recipients. It should be designed with the assistance of representatives of both the employer community and educational institutions to ensure that the credential provides information that is helpful in placing students both in jobs and schooling. Most employers base their hiring procedures on three basic elements --application, interview and reference check. Program credentials should augment but not duplicate these elements.

$(CE)_2$ RECORD OF STUDENT PERFORMANCE

The $(CE)_2$ credential, called the Record of Student Performance, and credentialing process have evolved through intensive staff design efforts and outside review. A portfolio format was first designed by staff consensus and then submitted to extensive review by admissions officers from state and private colleges, universities and two-year community colleges, personnel directors and local high school administrators. This first review gave staff several basic guidelines for revision. Reviewers advised that

1. credentials should be as brief as possible, while at the same time including explicit information about skills and levels of proficiency the student has acquired
2. program requirements and student performance should be communicated in a visually clear way
3. the portfolio should always begin with one page that sets forth the major areas of the program, what the student has accomplished and how long the student has been in the program
4. information should be easy to locate quickly

In addition to reviewer recommendations, $(CE)_2$ staff were guided in portfolio design by a National Association of Secondary School Principals "Curriculum Report" on school-to-college transcript information (see Bibliography in the Program Overview packet).

Members of the original portfolio review task forces were reconvened at the $(CE)_2$ learning center to critique the final format page by page. This final review has resulted in the portfolio described in detail in Appendix D.

The portfolio provides a complete profile of each student's work in the program. Individual forms include

1. a brief description of the program, explaining basic program goals and instructional system
2. an official certificate stating program requirements and indicating partial or total student completion of these
3. summaries of student experiences by curriculum components--Basic Skills, Life Skills, Career Development
4. a competency certification sheet
5. a list of the specific career skills a student has developed
6. an optional translation sheet that gives guidelines to postsecondary and secondary institutions so they can place $(CE)_2$ students within their systems
7. a pocket for transcripts from institutions previously attended by the student
8. a pocket for letters of recommendation from employers with whom the student has been placed for learning experiences in the program

A resume is also prepared by the student for use with the portfolio when applying for a job.

CROSS-REFERENCES

A sample $(CE)_2$ *Record of Student Performance is displayed and the individual forms described in Appendix D, together with student guidelines for arranging and using the portfolio and sample resume formats recommended to the students.*

Consultant recommendations implemented partially or fully in final design of the $(CE)_2$ *Record of Student Performance are displayed in Appendix E.*

8

Establish policy regarding confidentiality of student records

Federal law regarding the confidentiality of student records (Section 438, Title V, Education Amendments of 1974) states that no federal funds will be available to educational institutions that deny parents of students under 18, or the students themselves if they are over 18, the right to "inspect and review any and all official records, files and data directly related to" the student. This includes all material in each student's cumulative record

> *specifically including but not necessarily limited to identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations and verified reports of serious or recurrent behavior patterns.*

The statute, commonly called the Buckley "privacy amendment," gives parents and students over 18 the right to challenge the contents of any student records. School districts must comply within 45 days to a request to examine records.

The Buckley amendment and any applicable state or local statutes will greatly influence program policies regarding confidentiality of student records. In addition to the records that must be made available to parents and students over 18, an EBCE program must decide what types of information are to be released on request to educational, business, government and legal agencies, institutions and individuals.

CONFIDENTIALITY AT $(CE)_2$

Parents of $(CE)_2$ students are shown student records from the Master Record Book and Individual Student Books during their conferences with staff. In addition, they have the access guaranteed by law when they request to see their children's program records.

Students are informed that all records are open to them at all times (the student handbook includes such notification). Everything staff write about students must be shown to the students, with the following exceptions:

1. The student coordinator may retain private notes from staff and high school counselors but must dispose of such notes when the student leaves the program.

2. Other staff may retain private working records on a student until the student leaves the program, at which time those notes must be destroyed.

The working notes of staff may in no way become part of a student's permanent records.

CROSS-REFERENCES

Procedures for student ratification of portfolio contents appear in Item 15, page 133.

Oregon Revised Statute 336.195 deals with confidentiality of student records and is quoted in Management & Organization, Appendix B.

Using the System

9

Keep administrative records on each student

The administrative file for each student can include the following materials:

1. copies of student transcripts from previous high schools
2. completed Student Applications (sample follows)
3. assessment results (that is, raw scores from testing; the Student Profile kept in the Master Record Book--see Item 12--summarizes these results for staff use)
4. attendance reports (see Item 11)

The file may also contain copies of parent communications and the Student Transportation Agreement described in Item 10.

STUDENT APPLICATION

What Is It?

The Student Application provides space for basic student information and asks the prospective student to describe reasons for applying to EBCE. It also includes a checklist and questions to elicit some general information about the student, including activities and attitudes toward learning.

How Is It Completed?

The student fills out the form and it is signed by parents or guardian to grant permission for the student to participate in EBCE. The form is then returned to the learning center, where the student coordinator reviews it.

Where Is It Filed?

The student coordinator files completed Student Applications in the administrative file.

How Is It Used?

The form is used in combination with transcript data and counselor ratings as the basis for selecting students. The questionnaire portion of the form may serve several additional purposes:

1. Staff can gain a better picture of the student's interests and background for use in negotiating individualized learning plans.
2. The program can use questionnaire data for pre and post evaluation of changes in student interests and learning behaviors to supplement measures of progress in skills and comprehension that can be gained by evaluating student performance during the year. (See, for example, questions 8 through 11, pages 73-74.)
3. The program can also gain a demographic description of the student body from questionnaire data. This can be used in comparing students in relation to the total population of the local geographical area.

How Many Are Needed?

Staff must estimate the number of Student Applications needed each program year based on their knowledge of the populations of the cooperating high schools.

NOTE: This application form has received Forms Clearance approval from the U.S. Office of Management and Budget and may be used by EBCE sites.

CROSS-REFERENCES

See "Program Entry/Exit," pages 12-13, for discussion of student application to the program.

See "Learning Plan Negotiation," Curriculum & Instruction, pages 54-56, for explanation of transcript and assessment data used in developing each student's learning plan.

See Items 10 and 11, pages 77 and 88 respectively, for displays of transportation and attendance forms.

STUDENT APPLICATION

Student Kelly Robbins Date 5/15/73

Age 15 Date of Birth 10/29/57 Sex M Grade Level 10th

High School Counselor Thelma Jones

Address 22622 S.W. Oak Telephone 123-4500
street

Tigard, Oregon 97223
city state zip

In Emergency, Contact George M. Robbins Telephone 675-3308

Parent(s) or Guardian(s) George M. & Patricia G. Robbins

Parent(s)'s or Guardian(s)'s Occupation(s) Father - insurance salesman
Mother - swimming instructor

Describe in a paragraph your reasons for wishing to be in EBCE:

I like to learn but I don't like sitting in classrooms. I want to learn about careers. EBCE sounds like someplace where I can learn the things I need to and get a chance to practice them — I like doing things.

PARENT PERMISSION

Date 5-15-73

I have discussed the EBCE program with Kelly and grant permission for his/her full participation in EBCE.

George M. Robbins
signature

Student Questionnaire

Please check the answers that describe you, or write in responses when asked to do so.

1. Have you ever worked for pay outside of your home on a regular basis? *(If no, ignore questions 2 and 3 and go directly to question 4.)*

   1. ☐ Yes   2. ☑ No

2. If you answered yes to question 1, what types of work do you do now or have you done in the past?

   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________

3. What has been your most important reason for working?

   1. ☐ To help support my family
   2. ☐ To earn money for my expenses or for things I want to buy
   3. ☐ To gain work experience
   4. ☐ Other reason *(specify)*____________________
      ____
      ____

4. What do you expect to be doing one year after completing high school? *(check one or more answers)*

   1. ☐ Working full-time
   2. ☑ Entering an apprenticeship or on-the-job training program
   3. ☐ Going into regular military service or to a service academy
   4. ☑ Attending a vocational, technical, trade or business school
   5. ☐ Attending a junior or community college
   6. ☐ Attending a four-year college or university
   7. ☑ Working part-time
   8. ☐ Other (travel, take a break)
   9. ☐ I have no idea what I will be doing

5. How far do you plan to pursue your formal education?

1. ☐ Do not plan to finish high school
2. ☐ High school graduate
3. ☐ High school plus one or two years of college, community college or special training
4. ☑ High school plus three or more years of college, community college or special training
5. ☐ Four-year college graduate
6. ☐ Graduate or professional training beyond college

6. List two jobs you feel you might like to hold after completing your education. Be as specific as possible (for example, say "a mechanical draftsman" rather than "working at National Engineering").

1. airplane mechanic
2. diesel mechanic

7. What are the occupations of your father and mother?

Father's occupation insurance salesman

Mother's occupation swimming intructor

8. What high school activities (such as choir or basketball team) did you participate in the year before entering EBCE? Write "none" if you did not participate in any. If you participated in sports, list the actual names of the sports.

school choir
soccer team

9. What specific high school activities, if any, do you plan to participate in this year?

choir
soccer

10. During the year before entering EBCE, what community organizations (such as the YMCA or girl scouts) did you participate in? Write "none" if you did not participate in any.

church youth group
YMCA

11. List your hobbies or recreational activities.

Building model airplanes
swimming
soccer
rebuilding car engines
Singing

12. Approximately how many pamphlets, brochures, manuals or magazine articles did you read this past school year?

1. ☐ None
2. ☐ 1 to 5
3. ☐ 6 to 10
4. ☑ 11 to 20
5. ☐ 21 to 30
6. ☐ More than 30

13. Are you:

1. ☑ White
2. ☐ Black
3. ☐ Oriental
4. ☐ Spanish Descent (Chicano, Puerto Rican and so forth)
5. ☐ Native American Indian
6. ☐ Native Alaskan
7. ☐ Other (specify) ____________

14. What is the highest level of formal education your father has completed?

1. ☐ None
2. ☐ Elementary school
3. ☐ Some high school
4. ☐ High school graduate
5. ☑ Some postsecondary (for example, some college, junior college, business school, trade or technical school)
6. ☐ College graduate (four-year degree)
7. ☐ Some graduate work
8. ☐ Advanced degree (specify) ____________
9. ☐ Do not know

15. What is the highest level of formal education your mother has completed?

1. ☐ None
2. ☐ Elementary school
3. ☐ Some high school
4. ☐ High school graduate
5. ☐ Some postsecondary (for example, some college, junior college, business school, trade or technical school)
6. ☐ College graduate (four-year degree)
7. ☐ Some graduate work
8. ☐ Advanced degree (specify) ______________________
9. ☑ Do not know

16. How important was each of the following factors in deciding to join EBCE? *(Circle one number for each question.)*

	Not Important				*Extremely Important*
1. I wanted more freedom/independence	1	2	3	4	[✓ 5]
2. I wanted to choose my own learning style	1	2	3	4	[✓ 5]
3. I wanted to learn about careers	1	2	3	4	[✓ 5]
4. I did not like my previous school	[✓ 1]	2	3	4	5
5. I wanted to prepare for a job	1	2	3	[✓ 4]	5
6. I was bored with school	1	2	3	[✓ 4]	5
7. I heard the EBCE program was easy	[✓ 1]	2	3	4	5
8. Other (specify) ______________ ______________________	1	2	3	4	5

10

Record student transportation arrangements

All student transportation arrangements should be recorded to assure that students are able to keep appointments and reach the employer/community sites at which they are learning. The following pages explain and display forms designed to record all such arrangements. Forms displayed include:

1. Student Transportation Agreement
2. Student Transportation Options
3. Transportation Request
4. Student Transportation Route
5. Transportation Reimbursement Request

CROSS-REFERENCES

See "Business Management," Management & Organization, pages 129-135, for transportation considerations for an EBCE program and the importance of the Student Transportation Agreement in relation to insurance coverage for students.

See also "Career Explorations," Curriculum & Instruction, pages 134-135, for discussion of student transportation in relation to student learning programs.

STUDENT TRANSPORTATION AGREEMENT

What Is It?

The Student Transportation Agreement allows each student's parent or guardian to stipulate the means of transportation that are permissable for the student to use to meet learning commitments in the community.

How Is It Completed?

The student's parents check permissible options, then sign and date the agreement. The student also signs to indicate knowledge of the agreement and returns the form to the program administrator. The program administrator signs and dates the form to acknowledge the program's agreement to comply with the options specified.

Where Is It Filed?

The student coordinator files the completed Student Transportation Agreement in the administrative file.

How Is It Used?

Clerical staff use the Student Transportation Agreement to fill out the Student Transportation Options form. Program staff are advised of the means of transportation specified on the agreement and monitor student transportation accordingly. The employer relations specialist also notes which options the student may use on the Student Information Card in his or her notebook (see Item 14).

How Many Are Needed?

EBCE programs should have on hand at least one Student Transportation Agreement per program year for every student in the program.

STUDENT TRANSPORTATION AGREEMENT

It is our understanding that Kelly Robbins, given our permission to participate in Experience-Based Career Education, will be moving among various learning sites in the community. He/she has our permission to drive or to travel only by the means of transportation checked below:

☑ Metropolitan bus systems
☑ Personal or family auto
☑ Student car pool
☑ Program vehicle
☑ Volunteer adult driver
☑ School district bus
☑ Employer vehicle
☑ Other (specify) Bicycle

Any other means of travel, such as hitchhiking, is without the sanction of the EBCE program, and the student assumes all risk.

Date Sept. 2, 1975 *Signed:* George M. Robbins
Father

Patricia Green Robbins
Mother

Kelly Robbins
Student

The program carries primary liability insurance on the EBCE vehicle to cover bodily injury and property damage; secondary liability insurance covers bodily injury and property damage that may be incurred by students transported or driving in other vehicles.

Staff will be advised of the means of transportation approved by the parents of Kelly Robbins and will not knowledgeably cause him/her to be transported by any other means.

Date 9/15/75 *Signed:* A. L. Jones
Program Administrator

STUDENT TRANSPORTATION OPTIONS

What Is It?

The Student Transportation Options form records the transportation options that have been approved by each student's parent or guardian.

How Is It Completed?

Clerical staff use Student Transportation Agreements to check off the appropriate columns for options approved for each student and to note any other approved options.

Where Is It Filed?

Clerical staff file the Student Transportation Options form in the administrative file. The van driver may also wish to keep a copy.

How Is It Used?

Program staff (particularly the van driver) use the Student Transportation Options form to make certain that students are being transported to employer/community sites only by the means of transportation they and their parents have agreed on.

How Many Are Needed?

Each program year, EBCE programs should have on hand the number of Student Transportation Option forms needed to record all students' names.

STUDENT TRANSPORTATION OPTIONS

Student Name	Public Carrier	Personal/Family Auto	Student Car Pool	Program Vehicle	Volunteer Adult Driver	School District Bus	Employer Vehicle	Other (specify)	Comments
akers, Sharon	✓	✓	✓	✓	✓	✓	✓		
Donati, Steven	✓	✓		✓		✓			
Hazen, Joe	✓			✓		✓	✓		
Robbins, Kelly	✓	✓	✓	✓	✓	✓	✓	✓	bicycle

TRANSPORTATION REQUEST

What Is It?

The Transportation Request is used only if the program provides a van, school district bus or other means of transporting students to learning sites in the community. The form includes space for students to indicate dates, destination, times for arrival and return and comments.

How Is It Completed?

The student fills out the form the day before he or she needs program transportation.

Where Is It Filed?

Transportation Requests are kept in a box by the clerical assistant's desk, where they are easily accessible to the van driver.

How Is It Used?

The form enables the van driver to schedule runs to and from various community sites.

How Many Are Needed?

Programs will have to estimate the number of Transportation Requests needed based on the number of students, multiplied by a factor such as the number of weeks in the program year (assuming that students make one request a week, to cover the week's transportation needs).

TRANSPORTATION REQUEST

(This request must be turned in by 2:30 p.m. of the day before the first scheduled run.)

Student Kelly Robbins Date of Request 9/15/75

DESTINATION: From learning center To Western Marina

Time 9:00 am. Time 9:45 am.

RETURN: Yes ☑ No ☐ Time 3:30 p.m.

IMPORTANT: *If you are not returning in the van, please explain under COMMENTS.*

DAYS:
- Monday ☐
- Tuesday ☐
- Wednesday ☑
- Thursday ☑
- Friday ☑

DATES: From 9/17/75 To 9/19/75

COMMENTS:

STUDENT TRANSPORTATION ROUTE

What Is It?

The Student Transportation Route is the van driver's schedule of student transportation needs. It includes space to enter student names and pick up and delivery times and places.

How Is It Completed?

The van driver fills out the form each day from the Transportation Requests turned in by students.

Where Is It Filed?

The van driver keeps Student Transportation Route forms.

How Is It Used?

The form enables the van driver to plan the day's schedule for the program vehicle.

How Many Are Needed?

One Student Transportation Route is necessary for each day students visit employer/community sites.

STUDENT TRANSPORTATION ROUTE

Date 9-17-75

PICK UP			DELIVER	
Student	Place	Time	Student	Place
Sharon, Joe,	Learning Center	AM 9:00		
Kelly, Su				
		9:15	Sharon	Business Mach., Inc.
		9:30	Joe	Hawk Aircraft
		9:45	Kelly	Western Marina
		9:50	Su	Child's World
Hal	Learning Center	10:15		
		10:30	Hal	Art Museum
film	Library	10:45		
Peter K.	Learning Center	11:00		
		11:15	Peter	Fire Dept.
Su	Child's World	PM 1:00		
Peter	Fire Dept.	1:15		
Kelly	Western Marina	1:30		
Hal	Art Museum	1:45		
		2:00	Su, Peter,	Learning Center
			Kelly, Hal	
Sharon	Business Machines	2:30		
Joe	Hawk Aircraft	2:45		
		3:00	Sharon, Joe	Learning Center

TRANSPORTATION REIMBURSEMENT REQUEST

What Is It?

The Transportation Reimbursement Request includes space for dates, destinations, mileage, the applicable reimbursement rate and staff verification for student program-related transportation expenses.

How Is It Completed?

The student fills out the form and has a staff member verify its accuracy. For travel to employer sites, $(CE)_2$ employer relations specialists use the Employer Instructor Report post card (see Item 11) to verify the student's travel and attendance. For other activities (for example, competency certification, special placements), the staff member associated with the learning activity is responsible for verifying the student actually went to the places indicated.

Where Is It Filed?

Transportation Reimbursement Requests are processed by the clerical assistant and become part of the program's records of expenditure.

How Is It Used?

The form is used to assure that students using private transportation are reimbursed at a standard rate--$.08 per mile if the student is alone in the car, $.13 per mile if the student transports other students--for program-related transportation expenses.

How Many Are Needed?

Programs will have to estimate the number of Transportation Reimbursement Requests needed based on the number of students who plan to drive to and from learning sites, and the frequency with which students are likely to submit reimbursement requests (probably once or twice a month during the program year per driving student).

TRANSPORTATION REIMBURSEMENT REQUEST

Student Kelly Robbins

Date	Destination	Rate	Miles	Amount	Verified
9/8/75	City Texaco	$.08	2	$.16	9-30 wg
9/9	" "	.08	2	.16	wg
9/10	" "	.08	2	.16	wg
9/24	Mr. Fixit (took 2 others)	.13	4	.52	wg
9/25	" " "	.13	4	.52	wg
9/26	" " "	.13	4	.52	wg
		TOTAL	18	$2.04	

11

Record student attendance

The following forms are used to monitor and record student attendance at the learning center and at employer/community sites:

1. Sign In/Out Sheet
2. Weekly Time Report
3. Student and Employer Instructor Contract and Employer Instructor Report

SIGN IN/OUT SHEET

What Is It?

The Sign In/Out Sheet tracks student movements and activities daily and weekly. It includes space for entering times and activities.

How Is It Completed?

The student fills out the sheet each time he or she comes to and leaves the learning center. The student coordinator checks the sheet daily to verify student entries.

Where Is It Filed?

The sheets are kept by the clerical assistant until the learning aide uses the form to enter attendance information in the Master Record Book.

How Is It Used?

The form is a source of attendance information for the program and school district; it can also be used in accountability conferences with students.

How Many Are Needed?

One Sign In/Out Sheet is needed per week per student.

SIGN IN/OUT SHEET

WEEK OF: 12/2 thru 12/6

STUDENT NAME: Kelly Robbins

	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
	IN	ACTIVITY	OUT	IN	ACTIVITY	OUT	IN	ACTIVITY	OUT	IN	ACTIVITY	OUT	IN	ACTIVITY	OUT
Early Activity															
8:00 a.m. to 9:00 a.m.	8:30	learning center		8:30	learning center	8:40	8:30	learning center	8:40	8:30	learning center	8:40	8:30	learning center	
9:00 a.m. to 10:00 a.m.					exploration at Flowers			exploration at Flowers			exploration at Flowers				
10:00 a.m. to 11:00 a.m.					by Helen			by Helen			by Helen				
11:00 a.m. to 12:00 noon															
12:00 noon to 1:00 p.m.		lunch												lunch	
1:00 p.m. to 2:00 p.m.				2:00	learning center	2	2:00	learning center		2:00	learning center				
2:00 p.m. to 3:00 p.m.					home	2:30		home	2:30		home	2:30		home	2:40
3:00 p.m. to 4:00 p.m.		home	3:00												
4:00 p.m. to 5:00 p.m.															

Student Records (Item 11)

WEEKLY TIME REPORT

What Is It?

The Weekly Time Report includes space for recording attendance at a particular employer/community site. It also records whether the student is using the site for career exploration, learning level, skill building level or special placement purposes.

How Is It Completed?

The student fills out the report at the end of each week and has the employer instructor at the site verify the hours recorded. The student then turns in the report to the employer relations specialist.

Where Is It Filed?

The employer relations specialist turns Weekly Time Reports over to the clerical assistant for filing.

How Is It Used?

The Weekly Time Report serves as a record of student attendance at employer/community sites. It is similar to attendance methods (for instance, punching a time clock) used at work places and serves to alert students to the responsibilities of time accountability. The clerical assistant records data from the report on the Student Experience Record in the Master Record Book (see Item 12).

How Many Are Needed?

One Weekly Time Report is needed per student for each week students are learning at employer/community sites.

NOTE: There is some intended redundancy between the Weekly Time Report and the Student and Employer Instructor Contract/Employer Instructor Report forms described later in this item. Both are attendance devices, but the latter set of forms is also a way of helping staff and students know where and during what times a student is in the community. In addition, the Employer Instructor Contract formally alerts the program that a student has finished participating at a site. Weekly Time Reports let staff know about student attendance on a weekly basis.

WEEKLY TIME REPORT

Student Kelly Robbins

Week of 9-13 - 9-17

Site Hawk Aircraft

EI Cam Morgan Department Engine Assembly

Exploration ☑ Skill Building ☐

Learning ☐ Special Placement ☐

TIME

	FROM	TO	HOURS
Monday	11	2	3
Tuesday	9	12	3
Wednesday	1	3	2
Thursday	1	3	2
Friday	9	12	3
		TOTAL	13

Each day must be filled in.
Turn this slip in to your ERS each Friday.

Verified by Cam Morgan
(employer instructor)

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

What Is It?

The Student and Employer Instructor Contract is a three-part, no-carbon-required form that includes space for

1. names of student, employer instructor, site and department or learning station (if there are more than one at a site)
2. time of the student's first appointment
3. level of site participation intended by the student (career exploration or learning level)
4. a two-week scheduling grid
5. places for the student and employer instructor to sign their names, verifying the agreed on schedule

This three-part form is attached to the Employer Instructor Report post card (described below).

How Is It Completed and Where Is It Filed?

The first sheet of the form is partially completed by the employer relations specialist. When the student's first appointment is made (by ERS or student), the ERS fills in that appointment date and the rest of the form except the scheduling grid. This first sheet is then posted on the Status Board (see Item 13) to indicate that a site placement is pending.

The student takes the second and third sheets of the form, together with the Employer Instructor Report post card, to the site for the first appointment. The employer instructor agrees with the student on the times the student will be attending the site and both parties sign the completed form.

The employer instructor retains the third sheet of the Student and Employer Instructor Contract and the Employer Instructor Report post card. The student returns the second sheet to the ERS who mounts it on the Status Board to show the site is now being used by the student. The first sheet that was initially posted on the Status Board is discarded. (The clerical assistant will often handle the actual posting of these sheets since that person also uses them to check student site placement and attendance records. The ERS should initially see them, however, so that he or she keeps in touch with the student's activities.)

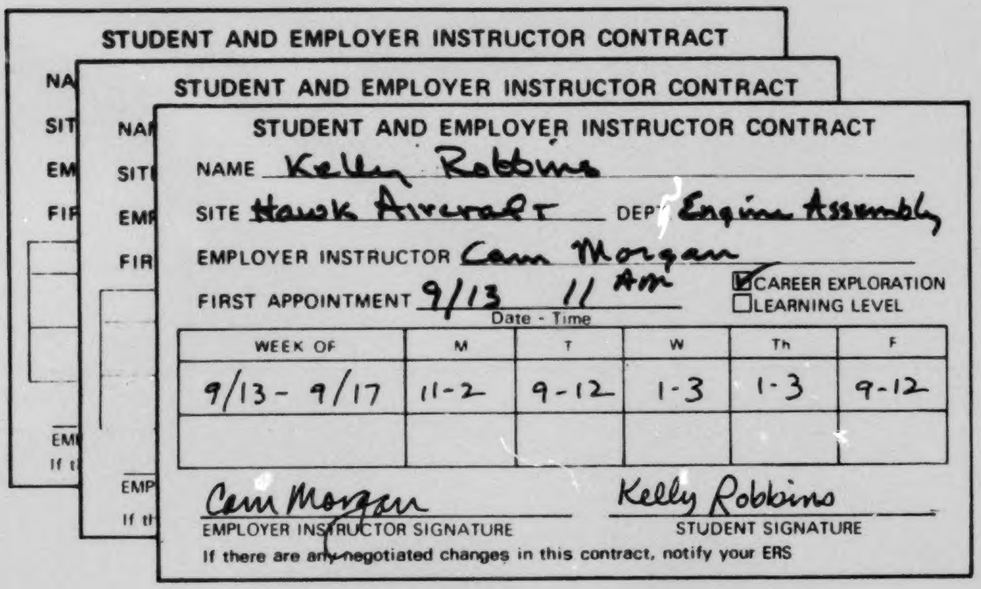
How Is It Used?

The Student and Employer Instructor Contract form is a record for employer instructor, employer relations specialist and student of the time schedule arranged between the student and the employer instructor. Posting one copy on the Status Board enables all staff and students to identify where individual students are in the community. For career explorations, the two-week schedule suffices to cover all the time the student spends at a site. For learning levels (which may last longer), the scheduling grid is a way to establish the student's normal weekly attendance pattern.

NOTE: This form helps keep track of site placements and student time schedules. It is not intended to substitute for the Weekly Time Report (described earlier in this item) which the employer instructor signs to verify the student actually came to the site during the agreed-on times.

How Many Are Needed?

One three-part form, with attached Employer Instructor Report, is necessary for each student site placement.



STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

NAME Kelly Robbins

SITE Hawk Aircraft DEPT Engine Assembly

EMPLOYER INSTRUCTOR Cam Morgan

FIRST APPOINTMENT 9/13 11 AM (Date - Time)

☑ CAREER EXPLORATION
☐ LEARNING LEVEL

WEEK OF	M	T	W	Th	F
9/13 - 9/17	11-2	9-12	1-3	1-3	9-12

Cam Morgan
EMPLOYER INSTRUCTOR SIGNATURE

Kelly Robbins
STUDENT SIGNATURE

If there are any negotiated changes in this contract, notify your ERS

EMPLOYER INSTRUCTOR REPORT

What Is It?

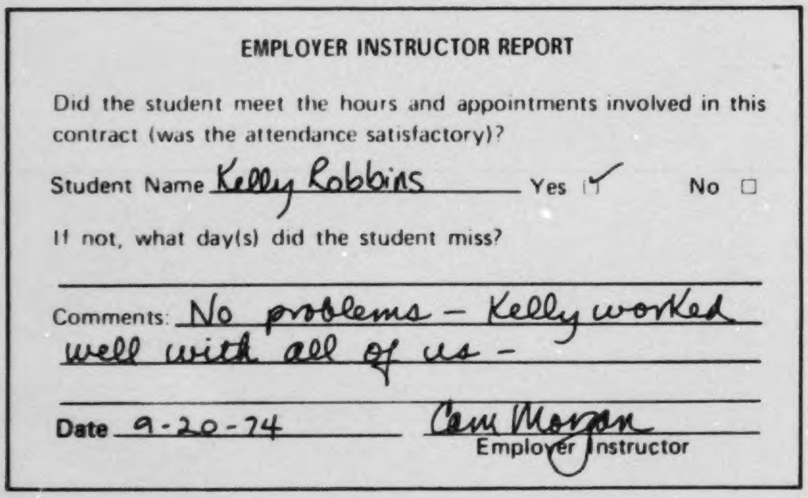
The Employer Instructor Report is a post card that is attached to the Student and Employer Instructor Contract form described on the preceding pages. It allows the employer instructor to verify whether student attendance was satisfactory and to add comments regarding the student's onsite participation.

How Is It Completed and Where Is It Filed?

When the student finishes a site, the employer instructor completes the post card and mails it to the learning center. The clerical assistant receives the post card, shows it to the employer relations specialist, attaches it to the Status Board copy of the Student and Employer Instructor Contract and files both in a card file alphabetically by employer site.

How Is It Used and How Many Are Needed?

The ERS uses the post card to note that a student has finished a site placement. The clerical assistant uses it to officially verify the student's attendance at the site and to record that information on the Student Experience Record in the Master Record Book (see Item 12). One post card is needed for each set of Student and Employer Instructor Contract forms.



EMPLOYER INSTRUCTOR REPORT

Did the student meet the hours and appointments involved in this contract (was the attendance satisfactory)?

Student Name Kelly Robbins Yes ☑ No ☐

If not, what day(s) did the student miss?

Comments: No problems – Kelly worked well with all of us –

Date 9-20-74 Cam Morgan
Employer Instructor

12

Maintain master and individual student records of learning experiences

Student experience records reflect all student program-related learning experiences, both at the learning center and at employer/community sites. This item deals with the Master Record Book and the Individual Student Books. Contained in these books and explained on the following pages are the primary records necessary for recording student performance, measuring progress and completing each student's Record of Student Performance. Items 13 and 14 deal with additional records that help staff maintain close contact with student progress and provide input to the primary records described here.

MASTER RECORD BOOK

What Is It?

The Master Record Book is a large, three-ring binder that includes the following forms for each student:

1. Life Skills Project Record
2. Student Profile
3. Competencies Record
4. Student Experience Record

How Is It Completed and Where Is It Filed?

The learning aide and clerical assistant update information in the Master Record Book from other student records (explained on the following pages). The Master Record Book is stored on a shelf easily accessible to the clerical staff who work with it.

How Is It Used and How Many Are Needed?

The Master Record Book is a collection point for summarized information on all student work toward completing program requirements. $(CE)_2$ recommends that forms from the Record of Student Performance--used for credentialing purposes (see Appendix D)--also be kept in this book and updated at least quarterly. Essentially, for a program of 30 students you will need one binder large enough to hold about 330 pieces of paper. For numbers of individual forms, see the following pages.

LIFE SKILLS PROJECT RECORD

What Is It?

The Life Skills Project Record includes spaces in each of the Life Skills areas for project titles and beginning and completion dates.

How Is It Completed?

The learning aide collects the information from projects handed in by students and enters the information on the form.

Where Is It Filed?

The learning aide files the form in the Master Record Book.

How Is It Used?

The form is available for parent inspection during parent visits to the learning center and is used to complete the Student Experience Record and the Record of Student Performance. It is also used to update the project card posted on the Status Board (see Item 12).

How Many Are Needed?

An EBCE program needs one Life Skills Project Record for each student. Two years of program work may be entered on one form.

CROSS-REFERENCE

See "Projects," Curriculum & Instruction, page 215, for more discussion of project recordkeeping.

LIFE SKILLS PROJECT RECORD

Student Kelly Robbins

LIFE SKILL	PROJECT TITLE	STARTED	COMPLETED
Creative Development	Teaching Sixth Graders About Nature	12-10-74	1-14-75
	Don't Just Stand There -- Do Something	3-19-75	4-17-75
Critical Thinking	(CE)$_2$ for You	9-15-74	10-18-74
	12 Horsepower Kohler Engine	12-1-74	1-13-75
Functional Citizenship	Legislature Project	2-12-74	4-18-74
	Where Do I Fit In?	4-20-75	5-1-75
Personal/Social Development	Basic Youth Conflicts	4-21-74	6-6-74
	What (Can I Do) About Me?	10-21-74	11-13-74
Science	Aviation Ground School	5-10-74	6-12-74
	I Was a Teenage Scientist	2-18-75	4-3-75

STUDENT PROFILE

What Is It?

The Student Profile displays the summarized results of career assessment (Career Information System, Self-Directed Search), Basic Skills assessment (Comprehensive Test of Basic Skills and any other Basic Skills assessment instruments)and Life Skills/learning style assessment (from student self-assessment).

How Is It Completed?

The employer relations specialist collects and summarizes career assessment data. The student coordinator is responsible for collecting and summarizing Basic Skills assessment data. The learning manager collects student self-assessment data from a Learning Style Self-Assessment check-off sheet completed in conference with the student (see Item 14) and summarizes the data for the Student Profile. The learning aide records the information on the Student Profile. Information is updated as students take additional diagnostic tests--for instance, to further pinpoint Basic Skills needs or to reexamine career interests.

Where Is It Filed?

The learning aide files the form in the Master Record Book.

How Is It Used?

The Student Profile is the basis for negotiating students' individualized learning plans and is available to all staff for information purposes. The form is also open to parent inspection during parent visits to the learning center.

How Many Are Needed?

One student profile is needed per student each program year.

CROSS-REFERENCE

See "Learning Plan Negotiation," *Curriculum & Instruction*, *pages 54-58, for further explanation of the Student Profile and another example of the completed form.*

STUDENT PROFILE

Student Name: George Rogers
CAREER ASSESSMENT: Employer Relations Specialist
Date: 10/22/74

CIS: George seems to have a narrow spectrum of interests. He expresses willingness to complete any amount of education and/or training to meet his objectives. To limit his list somewhat he stipulated the top starting salary figure. The remaining 12 occuations did not match his desires. Medical careers, the focus of his interests, are eliminated by his lack of interest in teaching and supervising. SDS: George's interests, abilities and self-perceptions best suit him for a career involving scientific and technical pursuits and working with people. Our objective with George will be to strengthen his self-confidence while encouraging him to look at a broader range of occupational choices.

BASIC SKILLS ASSESSMENT: Student Coordinator
Date: 8/15/74
Test Results and Interpretation:

CTBS: George received a score of 24 out of a possible 25 correct on the reading inventory. Assessment in this area indicates that George has a good command of phonics, word recognition, vocabulary and comprehension skills. It is recommended that he be encouraged to work on reading activities and materials according to personal need and interest. George should also be encouraged to undertake more advanced reading and pursue the opportunity to increase his vocabulary. On the math inventory George scored 25 out of a possible 30 and received a score of 83 percent. He is able to compute basic math functions in addition, subtraction, multiplication and division of whole numbers as well as basic arithmetic operations with fractions, decimals, percentages and measurements. As there is no indication of a consistent pattern of difficulties it is recommended that George be provided with math programs developed around his personal interests and needs.

LIFE SKILLS/LEARNING STYLE ASSESSMENT: Learning Manager/Student
Date: 10/24/74
Interview and Comments:

George is a quiet, self-directed, highly motivated young man. His interests lie in photography, tropical fish, law, medicine and mechanics. He likes frequent contacts with staff and often needs to be reminded about deadlines. I feel that George needs to be encouraged to pursue his interests and needs to learn to take a bit more time and care in the work he is doing. He needs to be encouraged and reinforced in pursuing activities in areas of his indicated interest.

Student Records (item 12)

COMPETENCIES RECORD

What Is It?

The Competencies Record lists the competencies and provides space for certifier names and titles and dates of certification. Students have a similar form in their Competencies Workbook.

How Is It Completed?

The competency certifier signs the form in the Competencies Workbook, which the student returns to the learning resource specialist. The learning aide types the certifier's name and title and the date of certification from the workbook form onto the form in the Master Record Book.

Where Is It Filed?

The Competencies Record is filed in the Master Record Book.

How Is It Used?

The sheet is available for parent inspection during parent visits to the learning center. It provides a complete record of student work on the competencies and is used to fill out the Record of Student Performance.

How Many Are Needed?

One Competencies Record per student is sufficient, providing each student has a separate form for certifiers to sign.

NOTE: The reverse side of this form (not shown here) continues with the remaining competencies. Since this form also duplicates the Competencies page in the Record of Student Performance (see Appendix D), you may wish to use the latter sheet in your Master Record Book and simply transfer it to the credentialing portfolio when the student graduates or leaves the program.

CROSS-REFERENCE

See "Competencies," Curriculum & Instruction, pages 349 and 405-406, for more on recordkeeping for this learning strategy.

COMPETENCIES

All students are required to demonstrate competence to the satisfaction of a business or community expert in the following areas:

1. Transact business on a credit basis. (Students demonstrate terms and conditions of credit.)

Jamie Brown, Asst. Cashier, Citizens' Bank 11/7/73

2. Maintain a checking account in good order. (Students study and implement a checking account system.)

Susan Goodall, Asst. Operations Mgr., Citizens' Bank 9/25/73

3. Provide adequate insurance for self, family and possessions. (Students study and design a comprehensive insurance program.)

Harriet Wagner, Insurance Agent, Safety Insurance Co. 1/2/74

4. File state and federal income taxes. (Students accurately file state and federal income tax forms.)

Lester Warren, Auditor, State Revenue Agency 2/24/75

5. Budget time and money effectively. (Students plan a household budget to cover a time period of three months and develop and implement a time budget for a period of one week.)

Walter James, Learning Manager, $(CE)_2$ 1/30/74

Blanche Fuller, High School Home Economics Instructor 4/19/74

6. Maintain the best physical health and make appropriate use of leisure time. (Students develop and follow a physical fitness plan and select recreational activities.)

Henry Blodgett, High School Wrestling Coach 2/28/75

Walter James, Learning Manager, $(CE)_2$ 2/28/75

7. Respond appropriately to fire, police and physical health emergencies. (Students develop an emergency fire escape plan, develop five appropriate citizen actions in emergency situations and pass a first aid examination.)

Joe Watzik, Fire Prevention Officer, City Fire District 1/22/75

Katherine O'Brien, Lieutenant, City Police Department 10/2/74

Joe Watzik, Fire Prevention Officer, City Fire District 10/1/74

8. Participate in the electoral system. (Students complete registration and ballot forms and explain ballot issues.)

Audrey Jones, State Representative 6/6/74

Audrey Jones, State Representative 6/6/74

Number of Competencies Required:* 13

*(Explanation if this number is less than 13): ______

Student Name KELLY ROBBINS

Number Completed: 13

STUDENT EXPERIENCE RECORD

What Is It?

The Student Experience Record lists expectations for each school year action zone and has space for entering project work by numbers completed and total to date in each Life Skills area. There is also space for noting daily program attendance, employer/community site attendance and other learning activities. The reverse side has spaces for staff to summarize their observations of the student's progress and to make special comments about Basic Skills work and learning needs.

How Is It Completed?

The learning aide collects and records attendance data from Sign In/Out Sheets, project data from Life Skills Project Records, competencies data from Competencies Records and other data from learning manager records. The clerical assistant records employer/community site attendance and explorations from Weekly Time Reports, Employer Instructor Report post cards and employer relations specialist records.

Where Is It Filed?

The Student Experience Record is part of the Master Record Book, on a shelf by the learning aide's desk.

How Is It Used?

The Student Experience Record is a monitoring sheet for all student work. Dividing the record by school year action zones gives a better idea of where the student is in relation to expectations for each zone. This record is open to parents during parent visits to the learning center. It is used to fill out the Record of Student Performance and to certify program completion.

How Many Are Needed?

One Student Experience Record per student is needed for each school year action zone each year the student is in the program.

(CE)2 STUDENT EXPERIENCE RECORD

1

STUDENT NAME Ross Korney

ZONE 1: September 3, 1974 to September 20, 1974

Orientation ("learning names/how I feel about being here")
Initial meetings with Learning Managers
Initial meetings with Employer Relations Specialists
Initial meetings with Learning Resource Specialist
Make exploration choices
Go on explorations/learning level
Meet with Employer Relations Specialist to evaluate first exploration
Complete and credit first exploration
Start first competency
Submit time slips
Attend mandatory weekly meetings
Attend employer seminars
Begin journal
Begin first project (Critical Thinking)
Begin second project (Personal/Social Development)
Sign in/out appropriately
Regular program and job site attendance
Consistent program and job site performance
Complete first project (Critical Thinking)
Meet regularly with Learning Manager
Meet regularly with Employer Relations Specialist
Report progress to parents
Plan next zone activities
Complete first competency

PROJECTS

LIFE SKILLS	NUMBER COMPLETE	TOTAL TO DATE
Critical Thinking	1	1
Personal/ Social Development		
Creative Development		
Science		
Functional Citizenship		

KEY
A–absent
H–holiday
EX–exploration level
PR–projects
SB–skill building
COMP–competencies
LC–learning center attendance
WM–weekly meetings
P–number possible
M–number missed
L–number late

EMPLOYER SITE ATTENDANCE	MON	TUE	WED	THU	FRI
SEP 2 - SEP 6					
SEP 9 - SEP 13		X	X	X	
SEP 16 - SEP 20	X	X	X		

LEARNING ACTIVITIES	EX	PR	COMP	LC		WM		JOURNAL			OTHER
				P	A	P	A	P	M	L	
SEP 2 - SEP 6				5	0			1			
SEP 9 - SEP 13	1			5	0	1				1	
SEP 16 - SEP 20	1	1	1	4	1		1	1			
ZONE TOTAL	2	1	1	14	1	1	1	2		1	
TOTAL TO DATE	2	1	1	14	1	1	1	2		1	

Student Experience Record continued

BASIC SKILLS CTBS shows high skills in all areas. Performance on project activities backs this up. Ross tried to sign up for advanced algebra class at PCC but class was full. He is working with an EI at an engineering site to follow up on math skills until he can get into a class. Writing/organization could use more practice.

LEARNING MANAGER COMMENTS

Ross is diligent and very willing to talk about his work – a tendency to let talking substitute for actual task completion but not a real problem yet.

SIGNED Phyllis McBoon

EMPLOYER RELATIONS SPECIALIST COMMENTS

Ross struck up a good rapport with his first sites immediately. He knows his interests and pursues them. Could use some more flexibility and imagination in choosing sites to broaden his options

SIGNED Hank Arneson

OTHER STAFF COMMENTS

Ross could have 3 competencies done by now with his present skills. He should talk less and do more!

SIGNED Richard Soon, LRS

(detach and return)

PARENT COMMENTS

You sure caught Ross's weak spot! He never stops talking. Thank you and please keep at him!

SIGNED Martha Korney

INDIVIDUAL STUDENT BOOKS

What Are They?

The Individual Student Books are three-ring binders kept for each student. Each book contains tabbed sections for each of the three curriculum components--Basic Skills, Life Skills and Career Development.

The Basic Skills section holds results of all Basic Skills learning materials the student has used, notations when Basic Skills materials have been substituted for projects, tutor reports, grades from classes taken elsewhere and so forth.

The Life Skills section contains completed project forms (with summative learning manager evaluation comments) for each of the five Life Skills areas and any critical thinking wrap-up activities the student has done.

The Career Development section contains lists of specific career areas the student has chosen to examine and results from career interest tests the student has taken. (Note: these results are also filed on the Student Profile--see page 99.) The section also contains the following forms which are displayed on subsequent pages of this item:

1. Learning Site Utilization
2. Skill Development Record
3. Student Evaluation of Learning Site
4. Student Performance Review

How Are They Completed?

The learning aide is responsible for entering forms and related information in Individual Student Books.

Where Are They Filed?

Individual Student Books are stored on shelves by the learning aide's desk.

How Are They Used?

The individual book for each student is a collection point for the forms and data mentioned above. Each book is available to the student's parents when they visit the learning center. It is also the basis for much of the information recorded on the Record of Student Performance, which is used for credentialing purposes (see Appendix D).

How Many Are Needed?

One Individual Student Book should be set up for each student in the program. Usually a one-inch binder is sufficient.

LEARNING SITE UTILIZATION FORM

What Is It?

A Learning Site Utilization form is filled out for each student on each learning level placement. It includes space for noting the site and dates of the learning level and completion of learning site analysis, learning objectives, project negotiation and ratification, Student Performance Reviews, Student Evaluations of Learning Sites, project completion and the exit review by student, employer instructor and employer relations specialist.

How Is It Completed?

The employer relations specialist collects the information and the learning aide records it on the Learning Site Utilization form.

Where Is It Filed?

The learning aide files the form in Individual Student Books.

How Is It Used?

The form is used to keep track of all the stages of a learning level experience and to serve as a record of that experience. It is also available for parent inspection during parent visits to the learning center.

How Many Are Needed?

EBCE programs should have on hand enough forms to record each learning level for every student in the program.

LEARNING SITE UTILIZATION

Student Kelly Robbins ERS Ted H.

Site City Maintenance Department Shop

9-7-74	9-11-74	1-6-75
date initiated	*date started*	*date completed*

EVENTS	*DATES*	
Learning site analysis completed	9-9-74	
Learning objectives written	*written* 9-15-74	*verified by EI* 9-18-74
Project negotiated *(student/LM)*	10-1-74	
Project negotiation ratified *(student/employer instructor)*	10-4-74	
Student Performance Review *(by employer instructor)*	11-5-74	
Student Evaluation of Learning Site *(by student)*	11-5-74	
Skill Development Record *(employer instructor/LM)*	12-16-74	
Project completion certified *(employer instructor/LM)*	1-3-75	
Final Student Performance Review *(employer instructor)*	1-5-75	
Final Student Evaluation of Learning Site *(by student)*	1-5-75	
Exit Interview *(student/employer instructor/ERS)*	1-6-75	

SKILL DEVELOPMENT RECORD

What Is It?

The Skill Development Record has space to enter skills acquired on a learning level, how well the skills are acquired, target dates for the acquisition of skills and employer instructor certification and the dates of certification for each of the skills listed.

How Is It Completed and Where Is It Filed?

The student receives the form from the employer relations specialist and lists the tasks with the help of the employer instructor at a site. As the student works on the tasks, the employer instructor fills out the rest of the form. The employer relations specialist collects the form from the employer instructor. The learning aide types the information onto a duplicate form that is then filed in the student's Individual Student Book.

How Is It Used?

The form serves as a record of skills acquired on a learning level placement. It is also available for parent inspection during parent visits to the learning center and is used to complete the Record of Student Performance.

How Many Are Needed?

The program should have on hand at least two Skill Development Records for each student, one to be used as a working copy by the student and his or her employer instructors, the other to be filed in the Individual Student Book for that student.

NOTE: Side two of the Skill Development Record, not reproduced here, is a continuation of the columns of side one.

CROSS-REFERENCE

See "Learning & Skill Building Levels," *Curriculum & Instruction*, *pages 289-291, for more explanation of this form.*

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SKILL DEVELOPMENT RECORD

Student Kelly Robbins

Site Country Realty

DIRECTIONS:

1. *Ask your EI to take a few minutes to discuss with you the skills you will be acquiring at the site. List them here and note target dates for completion.*

2. *Ask your EI how well you should be able to do each task. For example:*
   - *A. Number of units per (hours, day, minute)*
   - *B. Percent of accuracy required*
   - *C. Able to initiate and complete without supervision*

3. *Have your EI note the extent of your participation:*
   - *A. You have observed the task*
   - *B. You have practiced the task*
   - *C. You have acquired the task*

4. *When you think you can do a task as well as your EI says you should, have him/her check you on the task and fill in the last two columns.*

TASKS/SKILLS	EXTENT OF PARTICIPATION	TARGET DATE	COMPLETED	EI INITIAL
Secure and read title printout	Acquired	3-15	3-18	EV
Research property background	Acquired	4-1	3-27	EV
Write a real estate listing	Practiced	4-1	4-5	EV
Determine income property value	Practiced	4-1	4-1	EV
Figure property value	Practiced	4-1	4-1	EV
Write Earnest money receipt	Practiced	4-5	4-5	EV

STUDENT EVALUATION OF LEARNING SITE

What Is It?

The Student Evaluation of Learning Site provides space for the student to evaluate the employer instructor and site for each learning level or skill building placement.

How Is It Completed?

The student fills out the form, discusses it with the employer instructor and gives it to his or her employer relations specialist.

Where Is It Filed?

The learning aide files Student Evaluations of Learning Sites in Individual Student Books.

How Is It Used?

The form is available for parent inspection during parent visits to the learning center. Staff use it to determine student opinions of sites and employer instructors.

How Many Are Needed?

Two sheets are needed for every site a student visits on a learning level or skill building placement--one for an interim evaluation of the site, one for a final evaluation.

CROSS-REFERENCE

For more discussion of this form, see "Learning & Skill Building Levels," Curriculum & Instruction, pages 294-295.

STUDENT EVALUATION OF LEARNING SITE

Student Kelly Robbins Date 11-5-74
Employer Instructor Jan Mackey
Site City Maintenance Dept
Learning Level ☒ Skill Building Level ☐

EI DEMONSTRATES AN UNDERSTANDING OF HIS/HER ROLE BY:	Yes	No	Does not apply
Providing orientation to the company	✓		
Making introductions to other people	✓		
Orienting to facilities	✓		
Clarifying expectations of dress/grooming	✓		
Defining rules and punctuality	✓		

Comment

EI PROVIDES A PRODUCTIVE LEARNING ENVIRONMENT BY:	Yes	No	Does not apply
Being interested in development of student and program	✓		
Being willing to take time to help	✓		
Encouraging independent work on assigned tasks	✓		
Understanding why student is there	✓		
Giving feedback on performance	✓		
Encouraging new and meaningful experiences	✓		
Supplying company information and materials	✓		

Comment

ARE YOU:	Yes	No	Does not apply
Satisfied with your present learning site?	✓		
Gaining valuable learning experiences?	✓		
Clear on your performance review?	✓		

Comment

ADDITIONAL COMMENTS:

Jan is a great person to be with! She really knows mechanics and can teach it too!

Kelly Robbins
signed

STUDENT PERFORMANCE REVIEW

What Is It?

The Student Performance Review allows the employer instructor to record his or her impressions of a student's learning level or skill building attendance, punctuality, attitude, learning processes and performance. The form is used at least twice during the time the student is at the site.

How Is It Completed?

The employer instructor fills out and signs the form, discusses it with the student and returns it to the employer relations specialist. The employer relations specialist gives it to the learning aide for filing.

Where Is It Filed?

The learning aide files the Student Performance Reviews in Individual Student Books.

How Is It Used?

The form is available for parent inspection during parent visits to the learning center, and staff use it to check student onsite behavior and performance.

How Many Are Needed?

At least two Student Performance Reviews are needed for every learning level or skill building placement--one for an interim evaluation, one for a final evaluation.

CROSS-REFERENCE

See "Learning & Skill Building Levels," Curriculum & Instruction, pages 292-293, for more discussion of this form.

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STUDENT PERFORMANCE REVIEW

Student Kelly Robbins Date 11-5-74

Employer Instr[illegible]r Jan MacKey

Site City Maintenance Dept

Learning Level ☒ Skill Building Level ☐

ATTENDANCE/PUNCTUALITY	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Reports to employer site on time			✓			
Adheres to established schedule				✓		

Comment:

ATTITUDE	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Understands and accepts responsibility					✓	
Observes employer's rules					✓	
Show[illegible]terest and enthusiasm					✓	
Court[illegible]us, cooperative					✓	
Good team worker			✓			
Judgment					✓	
Poise, self-confidence				✓		
Demonstrates appropriate dress/grooming			✓			
Concerned for equipment/property					✓	

Comment:

LEARNING PROCESS	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Uses initiative, seeks opportunities to learn					✓	
Learning growth					✓	
Quality of assigned projects				✓		
Asks questions of appropriate person				✓		
Uses employer site learning resources				✓		

Comment:

PERFORMANCE	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Begins assigned tasks promptly			✓			
Seeks feedback concerning performance		✓				
Accepts feedback information		✓				
Uses criticism constructively			✓			
Completes tasks assigned			✓			
Progressively requires less supervision			✓			

Comment:

ADDITIONAL COMMENTS: Kelly is a natural for this work — At first he felt he knew it all, but he's learning there are still things to be learned.

Jan MacKey
signed

13

Use additional procedures as necessary to monitor and record student progress and behavior

In addition to the forms contained in the Master Record and Individual Student Record Books (see Item 12), you may wish to maintain several other kinds of monitoring devices, as displayed on the following pages, to help keep in touch with student experiences. (For other progress monitoring devices used by individual staff, see Item 14.)

STUDENT STATUS BOARD

What Is It?

The Student Status Board is a large bulletin board containing four cards for each student:

1. name card
2. a copy of the Student and Employer Instructor Contract
3. Projects Card
4. Competencies Card

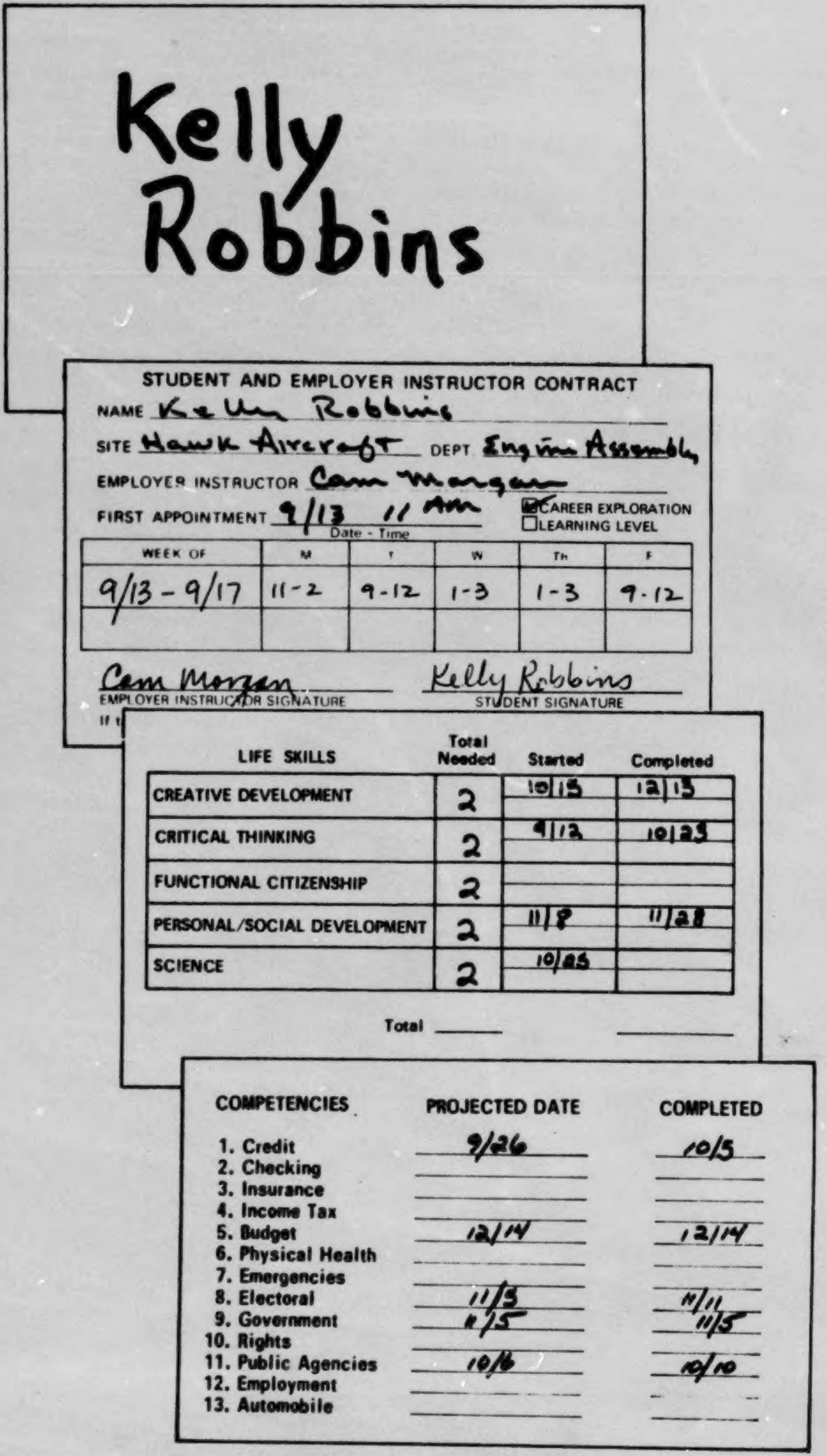
The Student and Employer Instructor Contract is explained in Item 11; the other Status Board cards are self-explanatory.

How Is It Completed?

The learning aide posts a name card and collects and updates information on project work. The learning resource specialist collects and updates information on student work in the competencies. The clerical assistant changes the Student and Employer Instructor Contract as the student moves to different sites.

Where Is It Kept And How Is It Used?

The Student Status Board is a bulletin board in the conference area of the learning center. It provides a highly visible public display of student status.



Kelly
Robbins

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

NAME Kelly Robbins

SITE Hawk Aircraft DEPT. Engine Assembly

EMPLOYER INSTRUCTOR Cam Morgan

FIRST APPOINTMENT 9/13 11 Am
Date - Time

☑ CAREER EXPLORATION
☐ LEARNING LEVEL

WEEK OF	M	T	W	Th	F
9/13 - 9/17	11-2	9-12	1-3	1-3	9-12

Cam Morgan
EMPLOYER INSTRUCTOR SIGNATURE

Kelly Robbins
STUDENT SIGNATURE

If t

LIFE SKILLS	Total Needed	Started	Completed
CREATIVE DEVELOPMENT	2	10/15	12/13
CRITICAL THINKING	2	9/12	10/25
FUNCTIONAL CITIZENSHIP	2		
PERSONAL/SOCIAL DEVELOPMENT	2	11/8	11/28
SCIENCE	2	10/25	

Total ______ ______

COMPETENCIES	PROJECTED DATE	COMPLETED
1. Credit	9/26	10/5
2. Checking		
3. Insurance		
4. Income Tax		
5. Budget	12/14	12/14
6. Physical Health		
7. Emergencies		
8. Electoral	11/5	11/11
9. Government	11/5	11/5
10. Rights		
11. Public Agencies	10/6	10/10
12. Employment		
13. Automobile		

ZONE DEBRIEFING

What Is It?

The Zone Debriefing form offers space for entering school year action zone completion, work on competencies, projects, journals, explorations, Exploration Packages, learning levels and turning in Weekly Time Reports. It also provides a blank for noting whether a student has used employer/community sites adequately during the zone (interpreted by staff to mean spending a minimum of 15 hours per week onsite) and check-off blanks to note whether a student has negotiated a learning plan and target dates and is meeting target dates in the estimation of the learning manager and learning resource specialist. In addition, space is provided for prescriptive comments.

How Is It Completed?

All staff contribute information to the Zone Debriefing form before zone progress and zone debriefing meetings. The student coordinator collects this information and verifies each form during zone progress and debriefing meetings, and the learning aide records it on a clean form. Copies go to the learning manager, employer relations specialist, learning resource specialist, student coordinator and parents.

Where Is It Filed and How Is It Used?

The student coordinator files copies of completed Zone Debriefing forms. The form is used to record student work in a school year action zone, to prescribe action to remedy deficiencies in student work and to report student progress to parents.

How Many Are Needed?

Programs should have on hand at least four Zone Debriefing forms per student for each school year action zone--two for zone progress meetings, two for zone debriefings.

CROSS-REFERENCE

See "Guidance," Item 7, for further explanation of zone progress meetings and zone debriefings.

ZONE 6 DEBRIEFING

Student Name Kelly Robbins

Date 3/17/75

☑ Zone Activities Completed

☐ Zone Activities Not Completed

1.

	WORK THIS ZONE		COMPLETED THIS ZONE	COMPLETED TO DATE
	OK	needs to improve		
COMPETENCIES	X		2	8
PROJECTS	X		3	8
JOURNALS		X	6	
EXPLORATIONS	X		1	5
EXPLORATION PACKAGES	X		1	5
LEARNING LEVELS	X		2	4
TIME SLIPS	X		OK	OK

2. Has the student utilized employer sites adequately this zone?

Yes ☒ No ☐

3. Has the student negotiated a learning plan and target dates?

LM LH.
LRS RS
ERS TH

Is the student meeting the target dates?

LM LH. - except for journal entries
LRS RS
ERS TH

4. PRESCRIPTION: Kelly gets so busy he sometimes doesn't stop to think about his choices. This shows in his problem with writing journal entries. For the next month he should make two appointments a week with his LM and talk about his journal entries.

ACCOUNTABILITY WRITE-UP

What Is It?

The Accountability Write-Up is a three-sheet, no-carbon-required form on which staff enter any observed student behavior problems and recommend conferences or consequences.

How Is It Completed?

Any staff member observing behavioral problems with a particular student may fill out the form. The student then signs the form, one copy of which goes to the staff member, one to the student and one to the student coordinator. Copies may be sent to other staff impacted by the behavior. $(CE)_2$ staff prefer not to send the form to parents, but instead to convey the information to parents by telephone. This procedure avoids the stigma of a "failure" notice and allows staff and parents to discuss the problem.

Where Is It Filed?

The student coordinator files copies of all Accountability Write-Ups.

How Is It Used?

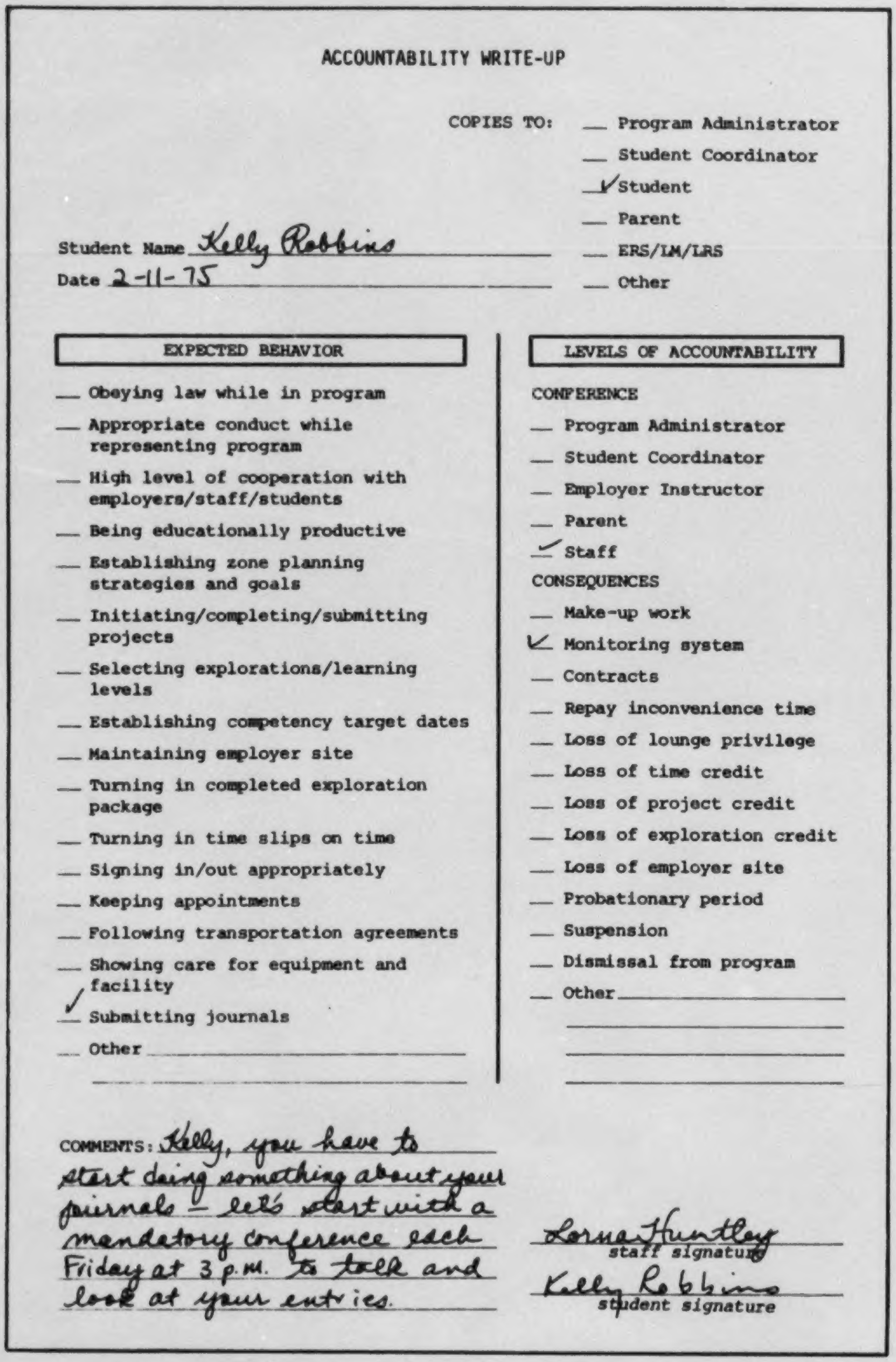
The form is prescriptive in intent and provides the basis for determining what action to take regarding behavior problems. It is also used by the student coordinator to record actions agreed on by staff during zone progress or zone debriefing meetings (see preceding pages).

How Many Are Needed?

At least three copies (one for the student, one for the staff member filling out the form and one for the student coordinator) are needed every time a student behavior problem is noted. Printing a three-sheet, no-carbon-required form saves considerable time in copying or duplicating Accountability Write-Ups.

CROSS-REFERENCE

See "Guidance," Item 6, for discussion of EBCE accountability procedures.



ACCOUNTABILITY WRITE-UP

COPIES TO:
Program Administrator
Student Coordinator
[✓ Student]
Parent
ERS/LM/LRS
Other

Student Name Kelly Robbins
Date 2-11-75

EXPECTED BEHAVIOR

Obeying law while in program
Appropriate conduct while representing program
High level of cooperation with employers/staff/students
Being educationally productive
Establishing zone planning strategies and goals
Initiating/completing/submitting projects
Selecting explorations/learning levels
Establishing competency target dates
Maintaining employer site
Turning in completed exploration package
Turning in time slips on time
Signing in/out appropriately
Keeping appointments
Following transportation agreements
Showing care for equipment and facility
[✓ Submitting journals]
Other

LEVELS OF ACCOUNTABILITY

CONFERENCE
Program Administrator
Student Coordinator
Employer Instructor
Parent
[✓ Staff]

CONSEQUENCES
Make-up work
[✓ Monitoring system]
Contracts
Repay inconvenience time
Loss of lounge privilege
Loss of time credit
Loss of project credit
Loss of exploration credit
Loss of employer site
Probationary period
Suspension
Dismissal from program
Other

COMMENTS: Kelly, you have to start doing something about your journals - let's start with a mandatory conference each Friday at 3 p.m. to talk and look at your entries.

Lorna Huntley
staff signature

Kelly Robbins
student signature

14 Keep individual staff records to support student learning activities

Besides the records described in the preceding items, staff need to keep certain forms and records detailing their interactions with individual students. These materials help each staff person keep in touch with student progress and serve as input to records maintained by the program (described in Item 12).

The learning manager keeps several kinds of records pertaining to each student's learning plan development and project planning:

1. Learning Style Self-Assessment sheets (see following pages)
2. Project Evaluation forms (see following pages)
3. project list

The project list is simply a listing of student projects in progress. Some learning managers prefer to keep this list with ruled columns indicating approximately when projects are due as a double check against their calendar notations and other records.

The employer relations specialist either keeps or has easy access to records pertaining to each student's employer/community site experiences:

1. Student Information Cards (see following pages)
2. Maintenance Visit Record forms (see following pages)
3. Student and Employer Instructor Contract and Employer Instructor Report forms (see Item 11)

In addition, the ERS keeps informal notes and lists of sites used by students.

The student coordinator is responsible for keeping Zone Debriefing and Accountability Write-Up forms (described in Item 13). This person also keeps records and notes of staff meetings and decisions about student behavior as well as specific interactions with students and parents (see "Guidance," Item 7).

The learning resource specialist keeps records of student work on programmed learning materials, particularly in Basic Skills, and informal notes on student progress in the competencies.

(See also Item 5 for a summary of staff responsibilities for all student records.)

LEARNING STYLE SELF-ASSESSMENT

What Is It?

The Learning Style Self-Assessment sheet is used in a learning manager/student interview to record student responses to various questions about learning styles and preferences.

How Is It Completed?

The learning manager fills out the form from the student's oral answers to the questions, or the student may fill it out and discuss responses with the learning manager.

Where Is It Filed?

The learning manager retains Learning Style Self-Assessments.

How Is It Used?

The Learning Style Self-Assessment is the basis for the learning manager's entries on the Student Profile. It gives the learning manager a record of each student's self-perceptions regarding learning and helps both learning managers and students negotiate project activities commensurate with each student's unique learning style.

How Many Are Needed?

One form per student per program year is sufficient.

CROSS-REFERENCE

See "Learning Plan Negotiation," Curriculum & Instruction, pages 56-59 for further discussion of Learning Style Self-Assessment sheets.

LEARNING STYLE SELF ASSESSMENT

Learning Manager/Student Interview

Either fill in or put a check mark by the answer or answers below that best describe you and your needs (check as many responses as you wish).

A. IN WHAT KIND OF PHYSICAL SITUATION OR SITUATIONS DO YOU LEARN BEST?

_____1. quiet place
_____2. noisy place
_____3. small discussions
_____4. large group discussions
_____5. alone
_____6. lectures
_____7. individual conferences
_____8. other ____________________

B. WHAT ARE YOUR FAVORITE SUBJECTS?

WHAT ARE YOUR FAVORITE SUBJECTS?	WHY?
Math	comes easy
Sciense	like to build things

C. WHAT TURNS YOU ON TO LEARNING? IF YOU COULD CHOOSE WAYS TO LEARN, WHICH WOULD YOU CHOOSE AND WHAT KINDS OF MATERIALS WOULD YOU LIKE TO USE?

WAYS

_____projects
_____written assignments
_____reading and answering questions
_____group discussions
__x__interviews
__x__observations
_____research
_____attending classes
__x__"hands on" activities
_____other ____________________

MATERIALS

__x__tape recorders
__x__videotape
_____typewriter
_____pen and paper
__x__mass media activities (collages, cartoons and so forth)
_____library resources (books, magazines and so forth)
_____other ____________________

D. WHEN GIVEN AN ASSIGNMENT CAN YOU WORK ALONE, OR DO YOU LIKE SOMEONE TO CHECK IN WITH YOU NOW AND AGAIN?

_____need to have directions explained more than once or twice
__x__mostly self-directed but also like to check in with someone now and then
_____need to be told more than once to start a task and to complete it
_____self-directed and responsible enough to independently complete assignment

E. CAN YOU COMPLETE AN ASSIGNMENT WITHIN A REASONABLE AMOUNT OF TIME?

_____takes me longer than it should to complete assignments
_____feel frustrated when I can't complete a task and just give up
_____can easily finish a task in time
__x__often need to be reminded about deadlines

LEARNING STYLE SELF ASSESSMENT *(continued)*

Learning Manager/Student Interview

F. WHAT ARE THE HARDEST THINGS FOR YOU TO DO IN SCHOOL?

_____ take tests
__X__ read
_____ math
_____ do homework
__X__ sit and listen to the teacher
_____ follow the rules
_____ attend class
__X__ meet deadlines
_____ other _______________

G. WHAT DO YOU THINK YOU NEED THE MOST WORK IN RIGHT NOW?

_____ listening to and following directions
_____ understanding what is expected of me
__X__ writing
_____ spelling
__X__ reading
_____ math
__X__ listening
_____ getting along with people
__X__ expressing myself
_____ nothing
_____ other _______________

H. HOW CAN THE $(CE)_2$ STAFF HELP?

give encouragement through conferences
— especially in writing/reading

I. OTHER COMMENTS AND/OR SIGNIFICANT STATEMENTS ABOUT YOURSELF AND YOUR LEARNING STYLE

LM SIGNATURE Lorna Huntley
STUDENT SIGNATURE Kelly Robbins
DATE 9-15-75

PROJECT EVALUATION

What Is It?

The Project Evaluation form is used to record title, Life Skills area, site, employer instructor, dates, project evaluation and recommendations and evaluations of individual project activities for each project a student completes.

How Is It Completed?

The learning manager fills out the form and gives it to the learning aide, who types the project evaluation onto the project form kept in the Individual Student Book (see Item 12).

Where Is It Filed?

The learning manager keeps the form for his or her own records.

How Is It Used?

The Project Evaluation is used by the learning manager as an aid in further learning plan negotiations with the student. That staff person may also refer to the form when compiling comments for reporting to parents or completing the Record of Student Performance (see Appendix D).

How Many Are Needed?

At least ten forms are necessary for each student in the program.

CROSS-REFERENCE

See "Projects," Curriculum & Instruction, pages 266-270, for further discussion of project evaluation.

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PROJECT EVALUATION

Student Kelly Robbins

Project Title Basic Youth Conflicts

Life Skill Area Personal- Social Development

Site Drop-In Clinic Employer Instructor Sharon Jones

Completion Date 6-6-74 Renegotiated Date OK

PROJECT EVALUATION

this is only your second project, Kelly, and you need to slow down and do a more thorough and indepth job on your writing. You show good insight into yourself and a good understanding of what you have read. But you could work more at drawing conclusions and relationships between your thinking about yourself and your reading and experiences at the clinic.

I liked your report on Sharon's work with young alcoholics I get the feeling from what you said that maybe you know someone personally with such a problem?

You show no real problems with the project technique and obviously were comfortable at your site. I liked it! Let's see more!

RECOMMENDATIONS

work in writing/sentence structure and improve personal standards of excellence in the quality of your products.

Lorna Huntley
(learning manager)

Project Evaluation *(continued)*

INDIVIDUAL ACTIVITY EVALUATION

ACTIVITY NUMBER	EVALUATION
1	Good grasp of own behavior. You objectify well but I'm not sure about some of your strategies for changing. Organization here was good.
2	Sensitive observations of clinic workers and clients. Weak written presentation — you need more work on expressing your feelings.
3	Comprehensive literature report! Did you read all four books all the way through? I'm impressed! Your vocabulary is good.
4	Your comparison of 2 counseling methods lacked sufficient reference to clinic observations/experiences — perhaps you could have talked more with your EI about this?

STUDENT INFORMATION CARD

What Is It?

The Student Information Card records the student's home telephone number, address, emergency telephone number and transportation arrangements. It also has space for noting sites, starting and completion dates, Exploration Package completion dates and employer instructors for each exploration. The reverse side of the card has space for noting sites, starting and ending dates, Learning Site Analysis Form completion, employer instructor and student evaluations, Skill Development Record completion and projects for each learning level.

How Is It Completed?

The learning aide fills out the first side of the card, and the employer relations specialist fills out learning level information.

Where Is It Filed?

The card is hole-punched and kept in the employer relations specialist's notebook.

How Is It Used?

The Student Information Card tracks all student onsite work and is used by the employer relations specialist as a way of keeping track of various student information needed in the course of working with students and their learning activities in the community.

How Many Are Needed?

One card per student per program year is required.

CROSS-REFERENCE

The Student Information Card is also discussed in "Site Utilization," Employer/Community Resources, page 124.

STUDENT INFORMATION CARD

(Side One)

Student Kelly Robbins Home Phone 343-4210

Address 22622 SW Oak - Tigard

Emergency Phone 343-6810 New ☑ Returning ☐

TRANSPORTATION AGREEMENTS

☑ Driver's License
☑ Personal Auto
☑ Student Car Pool
☑ Employer Vehicle
☑ Metropolitan Bus
☑ Program Vehicle
☑ Volunteer Adult
☑ Other bicycle

COMMENTS:

EXPLORATIONS

STUDENT INFORMATION

	Site	*Dates*		*Package Completed*	*Employer Instructor*
		S	*C*		
1.	City Terrace	9/6	9/11	OK	Sue Hedlund
2.	Hawk Air	9/13	9/17	OK	Cam Morgan
3.	Marina	9/17	9/21	OK	Tom Stewart
4.	Fixit	9/24	9/28	OK	JoAnn Reynolds
5.	Spooner	10/24	10/30	OK	J. Spooner
6.					
7.					
8.					

STUDENT INFORMATION CARD

(Side Two)

LEARNING LEVEL

	Site	Start	End	LSAF	EI Eval.	Student Eval.	Skill Dev.	Project
1.	Hawk Aircorp	11/5		11/3	ok	ok	ok	started
2.								
3.								
4.								
5.								
6.								

COMMENTS: Kelly's doing fine— a little shy about new people

MAINTENANCE VISIT RECORD

What Is It?

The Maintenance Visit Record form has places for noting information gained by the employer relations specialist during weekly maintenance contacts with sites being used by EBCE students for learning activities.

How Is It Completed?

The employer relations specialist usually completes one each time a maintenance contact is made with an employer instructor--either in person or by telephone. The ERS inquires about each of the categories shown on the form and adds additional comments the employer instructor might make about the student's performance.

Where Is It Filed?

The employer relations specialist keeps the Maintenance Visit Record in his or her personal files. Some prefer to file it by site; others file it by student.

How Is It Used?

The form is used to keep up-to-date information on each student's employer/community site experiences and to pass that information to other staff as necessary. Most often, the ERS will give a copy of the completed form to the student's learning manager. The ERS may also refer to files of these forms when compiling evaluative comments for parent reporting or completing the student's Record of Student Performance (see Appendix D). This form also gives the ERS a good record of all contacts made with employer/community site people.

How Many Are Needed?

You will need an average of one form per student for each week students make use of employer/community sites.

CROSS-REFERENCES

The Maintenance Visit Record is also discussed in "Site Utilization," Employer/Community Resources, page 127. See also "Career Explorations," pages 105-186 and "Learning & Skill Building Levels," pages 277-327, in Curriculum & Instruction for detailed explanation of the major kinds of site uses EBCE students experience.

MAINTENANCE VISIT RECORD FORM

Site* Brown Chevrolet Date 12/23

Employer Instructor Al Armstrong Student** Kelly Robbins

IMMEDIATE CONCERNS

☐ *Schedule* ☐ *Attendance* ☐ *Attitude* ☐ *Other (specify)*

LEARNING PROGRESS/NEEDS

Basic Skills: OK

Project Status: *start* ——|——X——|—— *end*

Activities completed 3

Number remaining 2

Job Skills:

ADDITIONAL COMMENTS Al and Kelly are both satisfied with the way things are going. Kelly's project work is progressing on schedule.

**Site status:* ☑ *LSAF completed* ☑ *Learning objectives prioritized* ☑ *Project written*

***Type of site use:*
☑ *Career explorations*
☑ *Skill building level*
☐ *Learning level*
☐ *Special placement*

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Report student information to identified audiences

The program's records of student learning activities can help serve the student information needs of several audiences. For example, staff use records to help students plan their learning, basing the negotiation process on a knowledge of student work in the past and at present; students have access to their records and can check to see how they are progressing toward meeting program completion requirements; and parents are guaranteed access to student records by law (see Item 8, pages 67-68) and can check on their children's progress and problems.

STAFF INFORMATION-SHARING

Zone progress meetings and zone debriefings are staff sessions for simultaneously eliciting, sharing and recording student information. $(CE)_2$ holds such meetings approximately twice each month, at which times staff discuss student progress and behavior and record the results of their discussion for purposes of negotiation and guidance.

Staff members also meet regularly in other ways to develop the curriculum and plan activities, including learning manager/employer relations specialist meetings to discuss student work. When staff cooperatively fill out the Student Profile and Record of Student Performance they have opportunities to share student information and all staff may access information from student records whenever necessary for planning or negotiation of learning activities.

REPORTING TO STUDENTS

Staff/student interactions keep students constantly informed of their progress; these interactions include various kinds of conferences between individual students and staff which allow them to review diagnostic testing, negotiate learning activities and resolve any behavior problems. Student orientation activities inform students of program requirements and expectations. Students also have continuous access to their own records during the school year and see copies of Zone Debriefing forms at the end of each school year action zone.

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Accountability Write-Ups and congratulatory post cards also apprise students of problems or accomplishments. Accountability Write-Ups are prepared in response to behavior problems: staff write up the form, secure the student's signature and the signatures of others impacted by the behavior and forward the form to the student coordinator. The student accountability system specifies a series of actions that are then instituted to resolve the problem, beginning with staff conferences with the student and student's parents. Staff also send students post cards to congratulate them on accomplishments in the program. The cards are handwritten and mailed to the student's home address, so that parents will also be apprised of the accomplishment.

Student Ratification of Portfolio Information

Students exiting the program receive both a Record of Student Performance (portfolio) and guidelines for using the portfolio for post-program purposes. (See Appendix D for a complete sample of the $(CE)_2$ portfolio and the student guidelines for its use.) When completed Records of Student Performance are given to students, it is with the understanding that the students have the right to contact program staff if they dispute any portfolio contents. Students are informed of this in the guidelines for portfolio use.

The student does not have the right to withhold data pertinent to academic records or attendance, but staff judgments and comments may be challenged. Staff do not negotiate specific wording or alter wording to suit the student but will omit any statements to which the student has reasonable objection.

The portfolio forms of returning students are retained at the learning center, and the data on those forms is reviewed by the students during their second-year program orientation. Returning students may also request staff to delete any questionable comments.

REPORTING TO PARENTS

At the end of each school year action zone, Zone Debriefing forms are completed by the student coordinator and mailed to parents. In addition, parent conferences are scheduled at the learning center at least twice each year and more often for individual parents if desired by either parents or staff. During these visits to the learning center, parents are shown their students' cumulative records from the Master Record Book and Individual Student Books.

The final Zone Debriefing form sent to parents at the conclusion of each school year includes specific recommendations for returning students. Parents of exiting students see the student's copy of the Record of Student Performance as the final report of student achievement in the program.

REPORTING TO EMPLOYER/COMMUNITY PARTICIPANTS

Employer instructors gain an indication of student progress in the program as they discuss the quality of a student's performance with the employer relations specialist during site maintenance visits. Other employer instructor activities such as verifying the students' Weekly Time Reports, filling out Skill Development Sheets with the students, completing Student Performance Reviews and verifying and commenting on completed Exploration Packages and project activities help to keep employer instructors informed about the continuing progress of the students with whom they are working.

Competency certifiers keep themselves apprised of student progress through the process of certifying student completion of competency activities and signing the Competency Record in each student's workbook. The learning resource specialist also meets periodically with competency certifiers to evaluate how the certification process is working and how students are doing.

In addition, all community participants are mailed copies of program publications (newsletters, for example) to inform them generally of student and program activities.

REPORTING TO COOPERATING HIGH SCHOOLS

Student attendance information is derived from the weekly Sign In/Out Sheets and the Weekly Time Reports. Each high school participating in EBCE will have its own attendance reporting procedures and requirements. At $(CE)_2$, the summarized attendance data is simply telephoned to Tigard High School at quarterly intervals.

USING THE RECORD OF STUDENT PERFORMANCE

The Record of Student Performance is used to report student experiences to prospective employers, postsecondary educational institutions, the military, secondary educational schools to which students transfer and the students themselves. The portfolio also provides the program's final record of student performance (see Items 6 and 7, pages 63-66, and Appendix D for full description of the $(CE)_2$ credentialing system and portfolio).

Meeting Appropriate Deadlines

The format of the student credential must be approved and adopted in time to meet the needs of the first students completing or exiting the program and the timelines of any institutions to which they may apply. For entrance application, some colleges and universities need a credential submitted by October of the student's graduating year. State institutions usually have a March deadline for applications. Other than early preparation for college application, credentials should be completed in time to be given to students as they leave the program.

The student coordinator is responsible for liaison with high schools or postsecondary institutions receiving the Record of Student Performance. If receiving institutions need more assistance than the School Placement Information form (see Appendix D) in interpreting specific $(CE)_2$ program activities in terms of equivalent units of credit or specific subject areas, the student coordinator confers with the student's learning manager and employer relations specialist to interpret the student's work according to the receiving institution's requirements.

CROSS-REFERENCES

See "Guidance," Items 6 and 7, for further discussion of zone progress meetings, zone debriefing meetings and accountability conferences. Item 8 of the same section displays the congratulatory post card sent to parents.

"Site Utilization," Employer/Community Resources, pages 119-123, treats site maintenance visits by the employer relations specialist.

"Community Relations," Management & Organization, pages 158-164, deals with program publications and other communications that keep participating employers and the general public informed of student experiences. "Community Relations" also includes the various ways in which student information needs are met, pages 179-180, and parent reporting procedures, pages 181-182.

Curriculum & Instruction treats information sharing as appropriate for individual learning strategies--see the Steps to Follow pages for each section.

GUIDANCE

GUIDANCE

In an EBCE program, student guidance is a supporting and connecting set of experiences and helping relationships intended to insure that young people will gain meaning from their experiences. Guidance occurs continuously in the form of adult/student interaction for prescribing and evaluating individual learning activities. All learning activities and accompanying adult guidance encourage student responsibility, self-direction, self-awareness and continual refinement of career and life goals.

WHAT EBCE GUIDANCE SHOULD DO

1. provide support and encouragement to each student in ways that are appropriate to individual differences in abilities, learning styles and personal goals

2. help students learn to interpret, internalize and act on information and experiences they encounter in the course of their daily activities

3. provide supervised experiences in taking increasing responsibility for decision making and dealing appropriately with the effects of those decisions

4. encourage students to transfer the skills and attitudes associated with active, independent learning to the management of their lifetime growth as individuals and as members of society

ASSUMPTIONS THAT UNDERLIE EBCE GUIDANCE

In EBCE, student guidance cannot be a service delivered separate from the rest of the curriculum. To truly support student growth, it must be combined with instruction.

EBCE guidance and counseling should support every student rather than deal only with some students on a crisis basis.

Guidance and career development are very closely allied concepts. We consider "career" to mean the interaction of one's chosen occupation, lifestyle, personal development, citizenship and family responsibilities.

Guidance cannot be delegated to one person or an office; it is a natural human activity that should be shared by all adults who relate to young people in the program.

Problems requiring specialized attention should be referred to a person with training in that area, consistent with the EBCE concept that all resources are "fair game"--both at the learning center and in the community-at-large.

THE PEOPLE INVOLVED

Everyone is involved in EBCE guidance. Since guidance is an important aspect of all student learning, every staff person, employer instructor, competency certifier, community resource person and parent who comes into contact with a student serves an important guidance function in the normal course of EBCE learning.

At the same time, one staff person, the student coordinator, has responsibility for overseeing all guidance activities--both those that occur spontaneously and those specifically developed for identified guidance purposes. With assistance from other staff, the student coordinator works to develop and bring together a variety of resources to support each student's development.

RELATION TO CURRICULUM DESIGN

Because guidance is practiced on a continuing basis in the context of student learning experiences, there are important parallels and considerable overlaps between guidance and other activities associated with the instructional model (see Curriculum & Instruction). Further, the broadest goal of the guidance component is identical to that of the entire EBCE curriculum design--that is, to facilitate the transition from youth to adulthood.

Like the three curriculum components, guidance is delivered in an integrated fashion through various learning strategies. Guidance is discussed separately from instructional strategies simply to focus on it as an essential ingredient in the EBCE process of helping students integrate their experiences and the program's expectations into a meaningful whole.

Steps to Follow

		page
1	Agree on nature and purposes of EBCE guidance	143
2	Specify adult responsibilities for student guidance	146
3	Plan for combining guidance with the development of individualized student learning plans	153
4	Provide for guidance functions in student recruitment and orientation activities	160
5	Plan student retreat and other group activities through which personalized student guidance can be delivered	162
6	Establish relationship between guidance functions and Student Accountability System	168
7	Share and record guidance interactions and responses made by staff and other adults	177
8	Involve parents in student guidance decision making	183
9	Refer students to external agencies/individuals for special guidance needs or problems	187
10	Encourage evaluation of guidance functions through year to assure consistency with curriculum design	188
11	Respond to individual student guidance needs through combination of appropriate guidance activities	189

1

Agree on nature and purposes of EBCE guidance

EBCE guidance takes the form of activities and interactions between all program adults and all students that help the students gain meaning from their experiences. These helping relationships are intended to provide the emotional support young people seek as they integrate their experiences into a more personal understanding of themselves and the world in which they live.

EBCE guidance is conditioned by the same set of concepts and convictions that shape the entire curriculum design: that student interaction with adults in realistic community settings will stimulate their decision making skills, encourage them to accept responsibility for their actions and better enable them to make career and life choices. Thus, EBCE guidance cannot be confined to an office labeled "counselor" or a response of last resort. It is ongoing and pervades student learning activities in the community.

The overriding purpose of guidance in EBCE coincides with that of the program as a whole: to help young people make the transition from youth to adulthood by recognizing and responding to individual abilities, goals, needs and differences while acknowledging society's expectations. In short, guidance should help students develop themselves as individuals within the broader societal framework.

GUIDANCE TOWARD MEANINGFUL ADULTHOOD

Precisely because helping each student "become an adult" is what EBCE is all about, educational and community expectations for adulthood form the backdrop for individualization of all student learning and student guidance.

To approach a workable statement of society's needs and standards, $(CE)_2$ looks to its local community as the source of the value systems within which young people are expected to function. After three years of interaction with the Tigard community, $(CE)_2$ has arrived at six basic characteristics considered essential to adulthood and has outlined general ways in which community adults and program staff can help students practice these skills during their program experiences (see following page).

COMMUNITY EXPECTATIONS FOR ADULTHOOD

	IMPORTANT ADULT CAPABILITIES	STUDENTS MOVE TOWARD ADULTHOOD BY...
1	An adult is able to make decisions.	*learning to sacrifice an immediate satisfaction in favor of a delayed, long-term satisfaction* *clarifying goals and moving toward their accomplishment* *practicing decision making skills*
2	An adult is ready to take responsibility for actions.	*recognizing why they are required to do certain things in the program, the community and society* *taking action and dealing with resulting consequences* *experiencing responsibility with increased predictability and control*
3	An adult is able to initiate and sustain human interactions.	*developing social awareness; exploring a variety of social styles and values in addition to those of their peer group* *appraising self and improving self-concept* *developing interaction skills* *trusting others and feeling trustworthy; satisfying own needs without hurting others; sometimes sacrificing own satisfaction to help others*
4	An adult is able to use leisure and discretionary time in a satisfactory manner.	*achieving a balance among personal/social/economic/political interests and demands* *becoming more aware of community recreational opportunities*
5	An adult is capable of self-support.	*personalizing occupational and educational information* *interacting with representatives from the world of work* *understanding psychological benefits of various careers (for example, pride in work, service to others, self-satisfaction and fulfillment)* *clarifying career goals and acquiring experience, knowledge and skills* *identifying personal strengths and deficiencies in Basic Skills, improving Basic Skills in relation to own potential career choice* *experiencing the pleasure of manipulating real objects purposefully, of making things happen*
6	An adult is able to contend with the complex details of modern life in a successful manner.	*seeking out human and material resources in the community* *understanding community expectations and gaining certification of competencies* *establishing a degree of personal certainty, continuity and predictability* *acquiring survival and time management skills* *learning the territory, being able to navigate it, to make it work for them* *pursuing learning as a life-long activity*

Appearing in many ways in the individualized learning activities negotiated between students and adults on a daily basis, these community expectations also become guidance outcomes for the total curriculum. Their broad content and direction is reflected in the "program outcome goals" formally identified as $(CE)_2$'s primary expectations for its students.

CROSS-REFERENCES

For a reminder of essential program elements and of EBCE curriculum design, see the Program Overview packet.

$(CE)_2$'s program outcome goals are printed on pages 14-16 of the Curriculum & Instruction handbook.

2

Specify adult responsibilities for student guidance

EVERYONE GETS INVOLVED

Student guidance is carried out cooperatively by staff and community adults during their day-to-day interactions with students. Virtually every adult with whom a student comes in contact while in an EBCE program serves a guidance role.

> Program staff share continuous responsibility for supporting students in ways that are individually appropriate and for helping them gain meaning from everyday experiences.
>
> Parents continue their major role in the student's educational and behavioral development. They are encouraged by staff to participate actively in their sons' and daughters' educational decision making and personal growth.
>
> Employer instructors, the student's primary contacts with the community environment, have a daily impact on cognitive and affective growth and are role models students can observe as they develop values, goals and personal lifestyles.
>
> Competency certifiers, tutors and other community resource people also help students encounter and make choices about community mores and expectations.
>
> Specialists from the local high school and/or local counseling agencies can be called on to work with students, program staff and/or parents to provide indepth professional help in resolving particular student problems.

Guidance at $(CE)_2$ particularly relies on adults in the community to inject realism into the growth of the young people in the program. Adult participants in EBCE represent most clearly the "establishment" of which these youths will soon be a part. All adults help students experience the community as (a) the source of the value systems within which its citizens are expected to function; (b) a collection of individuals from whom students can learn about individual differences and a diversity of lifestyles, personal preferences and occupations; and, therefore, (c) a logical resource for students to use in achieving program and individual goals.

Because guidance is a shared function, all adults involved in EBCE must be alert to the complementary guidance functions of counseling and planning and monitoring student growth. Counseling involves exploring areas of personal interest and possible career choices with students and helping them understand their responsibilities to themselves, the program and the community. Individuals interacting with the students must present a healthy role model for students and be willing to listen to and assist them with problems they normally encounter as growing and changing young people. Planning and monitoring activities include all those actions and events necessary to assess, prescribe and evaluate individual learning plans for each student and to help the student integrate learning experiences into a more unified sense of self and direction. Thus the events and activities of learning plan negotiation shape the direction and content of both student learning activities and the personal and educational counseling provided by adults.

HOW GUIDANCE IS SHARED

The counseling function is distributed equally among all program adults--staff, parents, employer instructors and community resource persons alike. Ultimate responsibility for instructional planning and monitoring is retained by EBCE staff members; parents and employer instructors take the lead in certain specific planning and monitoring tasks.

Employer Instructors

Employer instructors fill central roles with EBCE students and have an important share of EBCE guidance functions. Immersed in the life of the community and occupying more neutral roles than either parents or teachers, employer instructors are uniquely suited to influence the values of the young people who come to their sites. They provide the touch with reality that makes student decisions about careers and education valid and possible. EIs serve as mentors, role models, guides and evaluators. Guidance received from the employer instructors who work with students is as significant as the basic, life and career skills they help students realize.

The vignettes displayed on the following pages help illustrate the importance of employer instructor guidance.

SOME EXAMPLES OF EMPLOYER INSTRUCTOR GUIDANCE

In addition to serving as instructors, employers may also become students' role models and friends--often to their own surprise.

Early in the year a junior girl selected an exploration as a secretary in the office of a local court judge, an astute professional woman with teenage children of her own. As the girl proceeded with her learning activities, the judge helped her with reading and interpersonal skills as well. Encouraged by the judge's obvious interest in her as an individual, the girl stayed at the site for a learning level and project activities. As a result of interacting with the judge during the next few weeks, she became more confident of herself as a person and decided to join a weight-watching group so she could more comfortably meet the public.

In another instance, a young man with a history of difficulties in relating to unfamiliar adults at learning sites found a friend in his employer instructor at a local restaurant. This relationship sparked an interest in restaurant operations and management, around which individualized project activities were then written. The employer instructor volunteered as tutor for site-related math problems and spent many hours supervising the student's experiences in all phases of restaurant work. At the end of the student's site visit he proudly accepted a job as the swing shift assistant manager.

Employer instructors often need perception and resourcefulness to integrate a student successfully into site activities while attending to the student's individual needs. Sometimes the employer instructor literally has to be able to read between the lines!

One girl, frightened by the prospect of her first site visit, defended her reluctance on the basis of her lack of office skills. The employer instructor needed to spend only half an hour with her on a tour of the facilities, however, to observe that the girl was very shy about meeting new people and having to converse with them. Not wishing to force her too quickly into uncomfortable situations, the EI arranged for the girl to begin her experiences at the site by working with the telephone receptionist. The EI hoped that dealing first with people over the telephone, rather than face to face, would help the girl relax and overcome some of her shyness. After a few days, the student was noticeably more comfortable with the office staff and began to pick up skills useful to the job. She is now learning to type independent materials from the learning center and often goes to her job site early to practice and have coffee with her new friends there.

EVERY ADULT CAN BE A COUNSELOR

Employer site experiences regularly help students develop a rich battery of career-related skills. They may also effect significant changes in a student's personal behavior and self-image--a fact recognized by the EBCE concept that every adult involved in a student's learning is also a "counselor."

A "bright but quiet" student aspiring to a medical career selected a learning level at a dentist's office. He was quick to learn many aspects of his employer instructor's job, from filling teeth and making plates to office business operations. Several times he even borrowed his EI's texts for further dental science study.

At the same time, however, the student's shyness and lack of self-confidence, evidenced by his shaking hands and agitated behavior when required to interact directly with patients or staff, prevented him from participating in the full range of experiences available to him at the dentist's office. Noticing these behaviors, the EI began arranging the student's activities to bring him gradually into more contact with patients. One exercise he devised was having the student concentrate on looking patients in the eye and touching their shoulder while speaking to them. To integrate behavior improvement still further with job experiences, verbal communication and vocabulary building objectives were written into a science Life Skills project on "what it takes to be a dentist."

Responding to an evaluation inquiry, the dentist observed that the student "has become more relaxed and outgoing with strangers as well as the staff here. Perhaps the single most important item was allowing him to assist in and actually be a part of some situations...I feel that his being around and involved in some pressure situations has given him more self-confidence." Thus, by combining work on the student's personal insecurities with practice in career skills, the dentist not only helped him improve his self-confidence but also better prepared him for the kinds of situations he must face in "real life" medical practice.

Parents

Parents of $(CE)_2$ students are actively encouraged by staff to be participants, not just observers, in their teenagers' learning progress and personal growth. They often help deliver learning activities, monitor target dates their students have set and help to evaluate the program's effectiveness for their son or daughter (and for all students).

$(CE)_2$ staff try to help parents support their son's or daughter's learning plan. Parents and staff confer frequently about the student's learning progress, renegotiation of learning objectives and general personal development. Parents' opinions and suggestions are always sought. In short, parents are considered by staff to be important resources in both student learning and guidance.

Program Staff

Trained professional staff at $(CE)_2$ develop learning activities in partnership with students, parents and other significant adults in the community. Virtually all guidance-related tasks will be shared among staff. Depending on distribution of work loads, various individuals may take the lead in activities related to their areas of expertise.

> The program administrator works with all program staff to set policy and make individually appropriate decisions regarding student accountability.
>
> Learning managers negotiate student learning agreements within program requirements and help students continually address their personal/social, behavioral and communication skills.
>
> Employer relations specialists encourage appropriate student behavior and general progress at employer and community sites and counsel students regarding job site selection and future occupational interests.
>
> The learning resource specialist helps students use community resource personnel and agencies, and supports appropriate student behavior.
>
> The student coordinator serves as a catalyst for guidance services and a referral source for students and staff.

Overall, EBCE staff members share responsibility for being generally attentive to each student's needs and growth in the program and for helping students understand and benefit from their experiences. They fulfill roles as facilitators, planners, managers--always negotiating in an energetic and even aggressive fashion the relationship between what they know about the student as an individual and what EBCE outcomes are expected.

To guarantee consistent and equitable treatment of all students, one staff person should take responsibility for coordinating the independent guidance efforts of other staff and adults and for referring individuals to resources appropriate to their needs. In $(CE)_2$, the student coordinator performs this function by:

1. providing program information to and interviewing prospective students, including counseling with them about EBCE during student recruitment
2. gathering assessment data and sharing it with staff members and students as appropriate
3. sharing information among staff regarding student behavior and personal growth
4. implementing the Student Accountability System on a daily basis and participating in student/staff and student/parent conferences
5. tapping resources (human and material) needed for student post-high school planning
6. explaining to participating adults those counseling and communication techniques that will enhance their interaction with students
7. participating in periodic group counseling and/or guidance activities, including the student/staff retreat and special problem-oriented group meetings
8. using external agencies and individuals as resources for special student needs

BRINGING IT ALL TOGETHER

In sum, EBCE staff and all program adults must work to insure that each student receives maximum benefit from the program through whatever means are appropriate. Advising, instruction and counseling will be necessary at various times. Combinations of techniques, people and resources will often be necessary and staff must develop and bring together the resources that will best help each student (see also Item 11, page 189).

CROSS-REFERENCES

See "Personnel," Management & Organization, pages 50-57, for complete role descriptions of $(CE)_2$ staff.

Employer instructor responsibilities are discussed on pages 159-163 of "Site Utilization," Employer/Community Resources.

The several informal and social occasions for $(CE)_2$ staff/parent/student interaction are listed in "Community Relations," Management & Organization, pages 179-182.

Parent reporting procedures are introduced in Item 8, pages 183-186, and discussed further in "Student Records," page 133.

3

Plan for combining guidance with the development of individualized student learning plans

THE LEARNING PLAN CYCLE

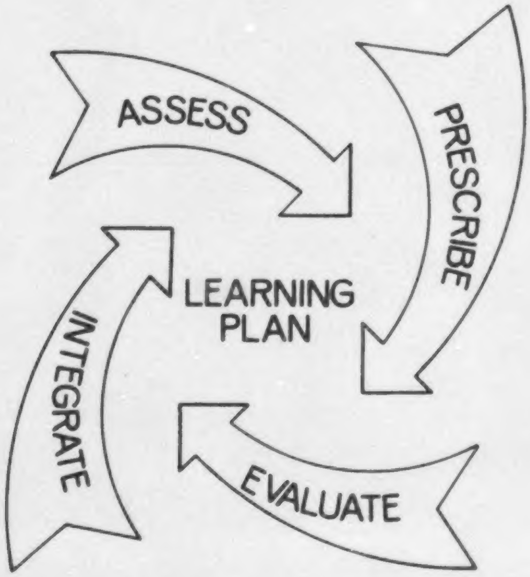
While guidance toward adulthood happens naturally in the day-to-day interaction of students and adults, it is also expressly planned for in the processes used to develop individualized student learning plans. Each learning plan conference or activity is shaped by a logical cycle that begins with and returns to the individual student's motivation, capacity for self-understanding and decision making. The four basic phases of the cycle are

1. finding out where the student is now and where he or she wants to go (assessment)

2. drawing up a plan for getting from "here to "there" (prescription)

3. looking back over what the student has done to see if he or she has accomplished what was planned (evaluation)

4. reflecting on, discussing and synthesizing the new learning (integration)



NEGOTIATION AND THE LEARNING PLAN CYCLE

Throughout the cycle, learning plan activities, resources, criteria and timelines are negotiated between the student and an adult. Negotiation combines adult experience and expertise and student self-knowledge in a joint effort to help--or guide--the student toward personal goals.

By building the structure of each learning plan through negotiation, EBCE in effect offers a system of checks and balances for individualized and community-based education. Students are able to articulate individual differences and follow through on plans. Adults--both program staff and people from the community--are able to respond directly to each student in the development and pursuit of learning activities and to help students make their decisions in the larger context of adult and community expectations.

Step One: Student Assessment

Assessing what you have to start with is an important first step to any decision making or growth activity. Using a variety of information sources--including student self-assessment, accountability records, performance reviews, Basic Skills assessments, zone progress meetings and zone debriefings--staff and student together address the questions:

1. *What have I already tried and know that I can do?*
2. *What do I like to do?*
3. *What am I capable of doing?*
4. *What is important to me now and for the future?*

Whatever the assessment's major focus--whether in the Basic Skills, Life Skills or Career Development areas--information is gathered about where the student has come from, where he or she is now and what kinds of things look appealing in the future. Special attention is given to the student's ideas about "self" and considerations such as learning style preferences that will affect learning.

During subsequent negotiation of individualized learning plans, the EBCE staff's professional judgment is backed up by accurate, current and objective information about the student: previous experiences, personal characteristics, aspirations and progress in all program learning activities.

Step Two: Prescribing and Implementing Learning Activities

Following the initial assessment phase, student and staff member negotiate learning goals, activities, performance criteria and resources that fit the student's identified needs and expressed interests. An important guidance responsibility for staff at this point is to help the student creatively design a plan that will meet both learning and personal development goals.

This prescription for the student's learning plan, career investigation and time utilization draws on assessment information and relates directly to program structure and goals. The student works with the staff person to make the first several goals short-term and highly specific. At the same time, they discuss how achieving these goals will relate to the student's long-range career and lifetime aspirations.

The student individually sets out on the course of action negotiated with the staff member and works to accomplish the plan, testing the relevancy of goals through interaction with many different adults to share information and personal experiences, negotiate tasks, utilize resources, learn skills and gain knowledge.

Throughout, the student is encouraged to speak up when particular activities prove to be too difficult, nonproductive or not satisfying. This freedom to renegotiate specifics of the learning plan is vital to success of negotiation as a guidance process.

Step Three: Evaluating Each Student

Evaluation looks at what students have done to achieve the goals they set for themselves. It is based both on adult observations of student performance and on the student's self-evaluation. Evaluative feedback and debriefing conferences are required for all learning strategies. The student and an adult discuss the evaluation, implications for the student's plans and possible changes in behavior the student might want to make.

On an informal basis, staff, employer instructors and other adults have many opportunities to talk with the student about performance and growth. An important part of evaluation is its emphasis on the student's increasing ability to reflect on first-hand experiences--to see the results of decisions made and to assess the effects choices have on self-concept, personal relevancy and lifestyle/career aspirations.

Because it brings together the student's own impressions with adult observations and causes both participants to review and reflect on the learning activity, evaluation blends naturally into the culminating phase of the learning cycle--integration.

Step Four: Integrating Experiences

Integration of learning experiences consists of the student's internalizing the experience--seeing the relationship between the parts and the whole, refining goals, formulating a new prescription when appropriate and understanding the implication of the experience for future actions.

After each learning activity and during the evaluation interview, the student examines accomplishments, personal talents and interests and looks again at tentative career and life goals. For example, many student projects end with critical thinking wrap-up activities, which involve a discussion by the student and learning manager of project activities. These wrap-ups are expressly aimed at helping the student put recent activities into a broader perspective. Similarly, student and employer instructor discuss the broad implications of their evaluations of one another during onsite performance reviews.

As the student refines and/or modifies decisions based on integration of experiences, the cycle repeats itself and the student again meets with a staff person or other adult to negotiate new learning goals on the basis of past experiences and present sense of self, as well as future goals.

As the students gain experience in using this cycle, they are encouraged more and more to take the initiative in arranging meetings and proposing terms for negotiation. They begin to structure, plan and then negotiate ever larger segments of their learning and to take greater responsibility in meeting terms and target dates and accepting the consequences of their behavior.

As students become more skillful at negotiation, they come to understand the benefits of the process, internalize it and transfer it consciously to other life situations. It becomes their system--one that works for them again and again, one that makes personal success more obtainable on short-term and long-term bases alike.

Thus, although listed as the final phase of the cycle, integration occurs all the time. It is going on during the entire process of assessment, planning, evaluating and following through on courses of action. It is very much what guidance is all about: helping the student understand and benefit from experiences.

SOME EXAMPLES OF GUIDANCE AND NEGOTIATION

Although EBCE is based on the premise that student learning will occur as much as possible in the community, it is not always easy for students to take the initial plunge into the working environment. Sometimes the employer relations specialists are hard pressed to find something that will get the student "out there."

One boy didn't have any ideas as to what he would like to explore and cited listening to rock music as the only thing he really enjoyed doing. Taking this interest in rock music as a "thread" that tied into the field of audiovisual media, the employer relations specialist suggested he explore a small firm that produced radio and television commercials. In pursuit of this "thread," the student began a project in sound effects but had to curtail it when a major corporate reorganization prevented his finishing work at that site. At this time, the student's expanding interests led him to explore the electronics behind "rock sound" at another firm. By working with a tutor on advanced mathematics, he was also able to refine his technical grasp of media equipment and electronics in general.

Once the student is at an employer site, continued guidance by staff as well as employer instructors is needed to make the student's learning personally meaningful.

Convinced that he wanted to become a disc jockey, one EBCE student began a learning level experience at a local radio station. After only a few days of this experience, he realized that he did not enjoy sitting in one place all day "just playing records and talking into a microphone." He wanted to quit the site, but his program commitments obligated him to remain and complete the learning level. Searching for something to interest him, the employer instructor suggested that the student assist in preparing the evening weather news. Gradually he became interested not only in news broadcasting but in the science of meteorology. After discussion with his learning manager and employer relations specialist back at the learning center, arrangements were made for him to do a Life Skills project called "Understanding Our Weather." As a result of this project, the student developed a sophisticated grasp of the scientific concepts underlying weather phenomena and was able to conclude his learning level with the satisfaction of having lived up to his site responsibilities.

SUMMARY OF ADULT GUIDANCE ROLES DURING STUDENT LEARNING

	Program Administrator	Student Coordinator	Learning Resources Specialist	Employer Relations Specialist	Learning Manager	Employer Instructors	Parents	Community Resource People
Student assesment		X	X	X	X	X	X	X
Student orientation	X	X	X	X	X	X		
Learning plan negotiation			X	X	X	X	X	
Project negotiation and design				X	X	X		
Career counseling				X	X	X		
Optional learning plan activities			X	X	X	X	X	
Supporting learning activities								
Career explorations				X		X		
Learning levels				X	X	X		
Skill building activities				X		X		
Projects			X	X	X	X		X
Competencies			X					X
Employer seminars	X	X	X	X	X			X
Journals					X			
Tutoring			X			X		X
Evaluating/integrating student performance	X	X	X	X	X	X	X	X
Zone progress meetings and debriefings	X	X	X	X	X		X	
Student Performance Review				X		X		
Evaluation of project activities					X	x		
Competency certification			X					X
Accountability	X	X	X	X	X	X	X	X
Parent conferences	X	X	X	X	X	X	X	
Informal interactions with all adults	X	X	X	X	X	X	X	X
Lounge time and periodic recreational activities	X	X	X	X	X			
Student retreat	X	X	X	X	X			
Student meetings	X	X	X	X	X			

CROSS-REFERENCES

The EBCE curriculum and learning strategies are treated extensively in Curriculum & Instruction; development of individualized learning plans appears on pages 95-100 of the "Learning Plan Negotiation" section of that handbook.

How assessment information is collected and compiled for use by all staff--both at the time students enter the program and periodically thereafter--is also described in "Learning Plan Negotiation," Curriculum & Instruction, pages 54-65.

4 Provide for guidance functions in student recruitment and orientation activities

See "Program Entry/Exit" for detailed treatment of student recruitment and orientation procedures.

STUDENT RECRUITMENT

EBCE guidance begins during student recruitment activities when staff describe the program to interested students so they can decide whether EBCE is a suitable alternative for them. Students' "guides" (advisors) for this decision are their parents, high school teachers and counselors, friends and--for the first time--EBCE staff.

Staff making recruitment presentations--at $(CE)_2$, usually the student coordinator--should

1. recognize and convey the significance of EBCE choice as a personal decision based on self-knowledge
2. provide enough information and supportive contact for students and parents to be able to make the decision
3. follow through with individualized student conferences regarding their expectations and whether EBCE can meet them

Throughout, assistance should be provided students in considering the compatibility of their goals as individuals with the challenges anticipated after they enter EBCE.

STUDENT ORIENTATION

Orientation activities give students their first "total sensation" of the EBCE program. Staff should therefore keep these guidance implications in mind:

1. Ideas and facts presented during orientation should include those that shape EBCE guidance (for example, responsibility, decision making, negotiation, self-awareness).

2. Students' introductory learning activities should incorporate basic cooperative and negotiative interactions with adults.

3. During all orientation activities adults should be ready to provide support and followup.

One $(CE)_2$ staff member summed up perhaps the most important guidance purpose of student orientation:

> *We feel it is really important to build positive, trusting relationships with students immediately at the first of the year. This gives the student confidence in you and forms a good basis for negotiation as time goes on. Students can accept firmer treatment regarding requirements if they basically believe in you and themselves.*
>
> *We know, of course, that you can't leave it at love if you want young people to learn and grow--you've got to be willing to follow through with the natural consequences for their actions. But it is important to establish right away and reinforce as you go along that basically you believe in the student.*

5

Plan student retreat and other group activities through which personalized student guidance can be delivered

All group activities serve a basic guidance function: they bring adults and students together to integrate the bits and pieces of their everyday activities--processes such as problem solving, information gathering, and decision making--through interaction with one another.

Examples of such group activities discussed elsewhere in the guidance narrative include (a) student recruitment, (b) student orientation and (c) zone conferences (see page 181).
Other group activities of an instructional nature that provide interaction and feedback essential to EBCE guidance include the following:

1. employer seminars
2. group projects
3. exploration debriefings with the employer relations specialist
4. occasional group competency certification

In addition, student/staff retreats and small group meetings emphasize informal interaction for purposes other than instruction.

STUDENT/STAFF RETREAT

Soon after the beginning of school, $(CE)_2$ students and staff retreat for a few days to "get away from it all"--from everyday schedules, daily patterns and interruptions--and focus on themselves as a community. Together they pursue a variety of activities intended to help everyone become friends, build group feeling, sharpen group problem solving skills and open up channels of communication and trust--channels that can then be used throughout the year.

The retreat involves a combination of planned or scheduled activities and free time. Optional activities and unstructured time are built into the agenda so that everyone can get to know one another. Planned activities provide opportunities for students to practice decision making skills and group problem solving processes. The group works together to apply these skills to real program problems and issues. In short, the retreat becomes an important interaction and trust-building time that sets the tone for staff/student relations thereafter. It serves as an excellent opportunity for students to gain skill in group processes such as problem solving, which they can then apply again and again to real program issues and concerns for the rest of the year.

Agendas from two $(CE)_2$ student retreats held in the fall of school years 1973-74 and 1974-75 appear on the following pages. Neither is intended as a "typical" retreat format; however, each suggests student/staff activities consistent with retreat purposes. *(Explanations for underlined agenda items appear below.)*

EXPLANATION OF RETREAT ACTIVITIES

The Milling Around Activity is intended to help students circulate among as many other members of the total group as possible to become generally familiar with everyone else. It encourages use first of verbal and then nonverbal communication techniques to greet others and gives students practice in quick group formation.

Group problem solving through information sharing and cooperation is the focus of the Real Estate Activity. Students work in teams to memorize and use cooperatively different pieces of information (maps), all of which are needed for the team to perform the activity (solve the problem).

Choose an Issue and Come Up with a Solution: Identifying major issues within specified topic areas and hypothesizing solutions to them helps groups of students converse among themselves and reach a consensus through an informal exchange of ideas.

Five-member teams are assembled for the Five Square Exercise, which emphasizes nonverbal communication and cooperation during problem solving.

The Tower Building Activity again forms students into teams to solve a problem, but this time with an interesting twist: in the middle of their efforts, it is unexpectedly announced that they must join another group to continue the activity. Team members are thus faced with adjusting their group problem solving strategies to accommodate a team now doubled in size.

1973-74 RETREAT AGENDA

Wednesday

3:00 p.m.	Departure by Bus to Camp Menucha
4:30	Arrival at Camp Menucha
4:30-5:00	Settling In and Unpacking
5:00-6:00	General Meeting: Introduction to Camp
6:00-7:30	Dinner
7:30-7:40	Introduction and Getting Acquainted: Purpose of Retreat
7:40-9:30	Activities: Milling Around, Horse Trading
9:30	Music, Snacks, Games

Thursday

8:00-9:00	Breakfast
9:00-10:00	Small Group Goal Setting: "Where I Want To Be May 1, 1974"
10:00-11:00	Verbal Communication: Real Estate Activity
11:00-12:00	Free Time
12:00-1:30	Lunch
1:30-1:40	Warm Up
1:40-2:15	Team Activity: Produce a Plan For Orienting New $(CE)_2$ Students
2:15-2:30	Critique
2:30-3:30	Workshop: Choose An Issue and Come Up With a Solution
3:30-6:00	Free Time
6:00-7:30	Dinner
7:30-7:40	Warm Up
7:40-9:00	Critical Issues: Finalizing Recommendations from Afternoon Workshop
9:00-9:20	Final Sharing
9:20-9:30	Wrap Up
9:30	Party

Friday

8:00-9:00	Breakfast
9:00-11:00	Wrap Up Activities

1974-75 RETREAT AGENDA

Wednesday

3:00 p.m.	Departure by Bus to Camp Menucha
4:30	Arrive at Camp Menucha
4:30-5:00	Settling In and Unpacking
5:00-6:00	General Meeting: Introduction to Camp
6:00-7:00	Dinner
7:15-7:30	Introduction and Getting Acquainted: Purpose of Retreat
7:30-9:30	Activities: Milling Around, Real Estate Activity
9:30	Music, Snacks, Games

Thursday

8:00-9:00	Breakfast
9:00-9:45	Workshop: Five Square Exercise
9:45-11:30	Workshop: Tower Building
11:30-12:00	Free Time
12:00-1:00	Lunch
1:00-2:00	Free Time
2:00-3:30	Workshop: Choose An Issue and Come Up With a Solution
3:30-6:00	Free Time
6:00-7:00	Dinner
7:15-8:30	Workshop: Program Analysis and Conflict Resolution
8:30	Entertainment

Friday

8:00-9:00	Breakfast
9:00-11:00	Workshop: Where Do We Go From Here?
11:00-12:00	Free Time
12:00-1:00	Lunch
1:00	Departure

SMALL GROUP MEETINGS

At the beginning of each program year $(CE)_2$ staff and students form small groups that meet as often as members desire. These informal small gatherings have several basic purposes:

1. bring the same students together regularly to build group feeling
2. provide students an opportunity to discuss their views of everyday program events
3. build positive interpersonal skills

They supplement the monthly all-student meeting and periodic employer seminars by providing a smaller, more personal forum for students to express themselves and share opinions on topics of their choice.

Small group meetings have replaced weekly all-student meetings, which had evolved into a somewhat perfunctory informational meeting or announcement time, with the information flow predominantly staff to student. Following announcements, discussion had focused time after time on the same issues--issues involving most students but for which resolutions could not be found (for example, unreasonable noise and clutter in the student lounge).

Staff hoped the smaller groups would foster an improved sense of community among students and help to resolve some of the impasses left from the large-group meetings. Students wanted more opportunities to voice their opinions and interact with staff, including the program administrator. Employer instructors affirmed that students spending much of their time on their own in the community needed the balance of group interaction and involvement with learning center decision making.

$(CE)_2$ staff and students met initially to discuss what could be gained through formation of small groups and what the ground rules should be. Together they drafted the guidelines appearing on the following page.

CROSS-REFERENCES

Some additional thoughts on staff/student communications are treated in "Community Relations," Management & Organization, pages 179-180.

GUIDELINES FOR SMALL GROUP MEETINGS

Goals

Provide opportunities for students to become effective communicators by

making contact and sharing ideas with a variety of people

airing reactions, opinions, concerns and conflicts (program problems, individual difficulties and so forth) and proposing reasonable resolutions

Build a feeling of community

Assist students in achieving a sense of being an adequate person to the degree that he/she is able to choose socially acceptable behavior and to act responsibly

Formation Procedure

1. Students will sign up for groups on lists in the student lounge.
2. When a group is formed, students will seek out the staff member they want for group leader.

Format

1. Each group will establish its own meeting time, place, agenda and number of meetings per month.

   (As groups become more experienced and competent in group discussions, fewer and/or briefer meetings may be desired.)
2. Goals will be established for each group by its members.
3. Although the groups are essentially conversational in nature, other activities may be planned by a group and its staff participant.
4. One group may meet occasionally with another for discussion of a specific issue.

Membership

All students are required to participate and "belong" to a group for at least the first three meetings, after which attendance is optional.

Members may change groups if there is mutual agreement between both groups and staff participants.

Role of Staff Participant

The first task of the staff participant is to help the group decide on the issues it wishes to discuss, to clarify issues and help plan procedures.

During the discussion, the staff participant will try to involve as many group members as possible and will facilitate group interaction or direction in a manner appropriate to the particular group.

Ground Rules for Students and Staff

1. Everyone who is here belongs here just because he is here and for no other reason.
2. We try to be as honest as possible and to express ourselves as we really are and really feel--just as much as we can.
3. We listen to everyone.
4. We try to be realistic: If we know things are a certain way, we do not pretend they are are not that way.
5. Decisions made by the group need everyone's participation.

Things to Avoid (Staff)

1. Dime-store psychology: study the impact of behavior rather than its "causes"
2. Red Crossing: avoid putting bandaids on persons who are capable of working out their own thing; give support without cutting off learning
3. "Counseling" that gives nothing
4. Requiring persons to be like you or to justify their feelings: instead, accept

6

Establish relationship between guidance functions and Student Accountability System

STARTING WITH COMMUNITY EXPECTATIONS

The Student Accountability System reinforces EBCE's goal of helping students understand and integrate their present and past experiences with choices they make regarding future courses of action. More specifically, EBCE accountability combines community and program expectations for student behavior and performance with procedures that enable students to confirm their own rights and responsibilities for decision making by

1. considering how their behavior affects themselves and other people
2. accepting responsibility for the results of choices they make
3. anticipating possible effects of their choices and behaviors and making adjustments that will benefit both themselves and the community of which they are members

Learning Requirements and Behavioral Standards

Based on expectations for adulthood derived from the local community (see page 144), $(CE)_2$'s Student Accountability System defines requirements and standards for successful performance in the program. It presents program expectations regarding student learning and behavior in terms of choices students must make daily to progress in their learning plans and to make responsible use of community sites to achieve their individual goals.

Some accountability standards relate explicitly to various learning strategies. For example, students must initiate projects, select exploration levels, submit journals and meet negotiated completion dates. Other standards relate more generally to the kinds of conduct that are prerequisite to successful implementation of learning strategies. For example, students must obey the law, cooperate with adults and other students, keep appointments, observe house rules at the learning center and respect employer/community site regulations.

The system also suggests the kinds and sequence of consequences students can expect if they do not meet their responsibilities. For all accountability issues, students, parents, staff and other EBCE adults negotiate courses of action that will reconcile student behavior and program expectations in ways that respect both the individuality of each student and the needs of the EBCE community-at-large.

STUDENT ACCOUNTABILITY SYSTEM

WHAT IS EXPECTED

- Obeying the law while in the program
- Appropriate conduct while representing EBCE
- High level of cooperation with employers/staff/students
- Being educationally productive
- Establishing zone planning strategies and goals
- Initiating/completing/submitting projects
- Selecting explorations/learning levels
- Establishing competency target dates
- Maintaining employer sites
- Turning in completed Exploration Packages
- Submitting journals
- Turning in Time Reports
- Signing in/out appropriately
- Keeping appointments
- Following transportation agreements
- Showing care for facility and equipment
- Establishing reasonable lunch hours
- Negotiating vacation time

WHO GETS INVOLVED

- Parent
- Employer Instructor
- Employer relations specialist
- Learning resource specialist
- Learning manager
- Student coordinator
- Program administrator

WHAT HAPPENS

When there is evidence that a student is doing less than satisfactorily in any of these areas, a conference will take place with the student to clarify concerns. It is during this meeting that appropriate natural consequences must be put in writing.*

If improvement has not occurred after an established period of time, a conference will be held with parents/staff/student to reach new agreements.

Failure to fulfill penalties and to improve in meeting responsibilities calls for an immediate conference involving parents/staff/student and the program administrator.

Types of penalties

- Make up work
- Loss of lounge privilege
- Monitoring system
- Contracts
- Repay inconvenience time
- Loss of project credit
- Loss of exploration credit
- Loss of employer site
- Probationary period
- Suspension
- Dismissal from program

**By "natural consequences" we mean that courses of action should be negotiated that logically address or relate to the students' behavior and are not imposed arbitrarily.*

ACCOUNTABILITY AS A STARTING POINT FOR GUIDANCE

The Student Accountability System is viewed as a minimal set of guidelines to be judiciously applied to individual situations by competent, empathetic and responsible adults. When interpreted and used as intended, it becomes not a system for imposing penalties but a common basis for students and adults to communicate, negotiate and agree on actions that meet the needs of both the student and the program.

Accountability is one of two interrelated kinds of responsibilities that $(CE)_2$ students and staff share--the other being the ongoing negotiation process that is central to the development of individualized learning plans. The former comes into play only as the need arises; the latter happens every day as students plan, pursue and modify their actual experiences.

We point out to students that there are fixed variables in all our lives and it is in working with these variables to achieve meaningful life goals that both stability and challenge emerge. The expectation that students deal reasonably with others, comply with basic accountability standards and pursue program completion requirements represents these fixed qualities in life. Within this framework, students are regularly encouraged to negotiate learning plans appropriate to their unique abilities, needs, goals and learning styles.

As a result, staff view the accountability system--and the negotiation that is part of it--as an important guidance tool, a mechanism for turning every behavior into a learning experience. The system insures that

1. consequences result from student actions
2. such consequences respond directly to the action and reflect consistent program standards
3. consequences are anticipated and understood by the student

It encourages realistic practice of several important elements of EBCE learning--decision making, acceptance of responsibility for one's actions, resolution of problems as they occur and student/adult cooperation in helping students learn from their widely varying experiences in the community.

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MAKING ACCOUNTABILITY WORK AT $(CE)_2$

Initiation of accountability interactions or consequences can result from daily observations made by individual staff or derive from staff consensus at meetings held regularly to review student progress (see pages 177-181).

School Year Action Zones: A Guidance Framework

To orient students in time-management skills and provide them a framework for organizing their year's work and completing tasks, $(CE)_2$ divides the school calendar into school year action zones. For each zone, the number of learning activities that should reasonably be completed by that time is approximated and day-to-day actions considered necessary to student success are written in. To be "on time," each student should accomplish as much or more than the number of learning activities suggested for each zone. Together, the zones include all program completion requirements and behavioral expectations that comprise the Student Accountability System.

The zones gradually lengthen to accommodate students' increasing familiarity with the program and to encourage a corresponding growth in self-management and acceptance of responsibility.

1975-76 School Year Zones

Zone 1: September 2 through 19

Zone 2: September 20 through October 17

Zone 3: October 18 through November 21

Zone 4: November 22 through January 16

Zone 5: January 19 through February 20

Zone 6: February 23 through March 19

Zone 7: March 29 through April 28

Zone 8: May 1 through 28

Zone 9: June 1 through 9

Students begin each zone by meeting with staff to negotiate learning activities. They then proceed with the agreed on activities, seeking adult assistance and evaluating their progress as necessary.

During the first zone, all staff work with students to help them recognize the need for, and take initiative in, planning individual activities and weekly and zone schedules. Gradually, specific occasions of staff support decrease with the student's increasing ability to accept these responsibilities.

For each zone, student progress is analyzed by staff during all-staff zone progress meetings and zone debriefings (see pages 177-181). During these reviews, the entire staff compiles information about each student in relation to how the student is working and what needs to be done to help the student catch up, maintain good work habits or tackle new challenges. This information helps students, parents, employer instructors and staff plan and negotiate new learning strategies and target dates, as well as report student progress to parents (see pages 183-184). Negotiated plans are then implemented within the learning program of each student.

Appropriate adjustments are made in the next zone's expectations, depending on the student's demonstrated ability to manage time. For example, students "on time" at the end of the first few zones are encouraged to negotiate their own plans to replace the next zone or zones. Some students continue to need guidelines and may follow the recommended zone requirements for the full year. Students falling behind during the early zones are counseled and assisted in a manner appropriate to them as individuals but consistent with the procedures called for in the Student Accountability System.

Accountability Conferences and Consequences

In all learning plan agreements the student is expected to fulfill the terms agreed to or renegotiate new terms based on a valid rationale. He or she is expected to take increasing responsibility for meeting terms and target dates.

If the student is not meeting negotiated learning agreements, or if a behavior is considered counterproductive to learning progress, staff respond as outlined in the Student Accountability System. Essentially, three "levels" of student/adult interactions are provided for:

> Level 1: The first interactions are between student and staff or other adult responsible for the area in which the problem occurs. The aim at this level is to resolve the problem between the people directly involved.

Level 2: If the difficulty is not resolved between the student and adult(s) most directly involved, then these individuals bring the student's parents into the negotiations. Again, the goal is to work out a solution that is appropriate to the problem with adults who can help.

Level 3: If the difficulty persists in spite of level one and two actions, the program administrator may become involved.

The staff member(s) involved at the first level decides when to go on to the second and then the third. There may be several negotiations and conferences at each level. Attempts are always made to exhaust the resources of one level before going on to the next.

For example, if a student is late turning in project products, the learning manager may remind him or her and negotiate new target dates several times before deciding to call on the parents for help. Likewise, several conversations with both parents and students may be reasonable before deciding that the program administrator should get involved.

To conclude each negotiation process, the participants agree to what the student will do to improve behavior or learning progress and what consequences will result if the agreement is not met. Further conferences and consequences should not be surprises; rather they should follow naturally on previous student/adult decisions.

How the Process Can Work

To begin, a staff member concerned about a particular student may simply invite the student to sit down and talk about it on the spot. Or, depending on the seriousness, the staff member may formalize the interaction by noting the behavior and/or the conference on an Accountability Write-Up form (see page 119). Zone progress meetings and end-of-zone debriefings can also result in Accountability Write-Ups. (See page 180.)

The student is encouraged to talk out causes and effects of the behavior in question. Together, student and staff member try to interpret the action honestly and negotiate a solution. A written agreement or contract, signed by the student, specifies changes to be made within a specified time frame.

If the problem continues, the student will be asked to confer again with staff to renegotiate terms and discuss further consequences.

The student's parents may also be invited to the conference. Together, the three parties try to come up with a plan to eliminate the problem--perhaps including monitoring and supporting the student in the home environment (see Item 8).

When necessary, subsequent renegotiation of terms and consequences includes the program administrator, who has kept up to date on interim negotiations and prescriptions via zone progress meetings and debriefings. If reasonable solutions cannot be found and the student's actions continue to conflict with program standards, he or she may be asked to transfer out of the program. If this becomes necessary, the staff and program administrator help the student and parents consider other more suitable environments for the student. In other words, students are never "just kicked out." Staff work to help the student plan a transition (to another school, employment, etc.) that is suitable to his or her unique situation.

A POINT TO REMEMBER

Application of the Student Accountability System by $(CE)_2$ staff is directly influenced by their conviction that responsibility for student learning and behavior can be transferred only gradually from adult to student, depending on the individual readiness of the student. During the early weeks of the year, students running into accountability snags cause staff to consider what they as knowledgeable adults might be missing, misunderstanding or misinterpreting.

In other words, staff first assume that they are responsible for student difficulties. They may reexamine school records, test results, the project writing process, the student's access to staff and so on in seeking a solution. Only after carefully reconsidering their own areas of responsibility do staff move gradually to help the student take responsibility for his or her own behavior.

CROSS-REFERENCES

The Student Accountability System and school year action zones are also discussed as staff planning and monitoring devices in "Learning Plan Negotiation," in Curriculum & Instruction, pages 81-91. The accountability system and school year action zones are discussed and displayed in the Student Handbook given to students during orientation (see Appendix A).

HELPING STUDENTS BE ACCOUNTABLE

An "elementary" aspect of student learning on a job site is acceptance by the student of requirements and expectations that apply to employees there: throughout the stay, the student is treated like (and expected to become) "one of the group" at the site. For some students, shouldering these everyday responsibilities is work in itself, and their employer instructors must exercise considerable patience and perseverence.

One student, whose lack of initiative and willingness to follow through on tasks had already caused EBCE staff some concern, selected a learning level at a private preschool. While there, she proved to have an extraordinary talent for relating to young children. Soon she was given conditional responsibility for her own group of youngsters.

Unfortunately, her apparent lack of motivation and unreliability interfered with her performance on the job (she was often tardy or failed to show up at all). After several "second chances" and discussions with the student, the employer instructor finally asked her not to return to the site until the two of them could confer with the EBCE employer relations specialist and find a reasonable resolution to the impasse.

With the encouragement of the ERS, the EI reiterated to the girl how her absences were inconveniencing day school staff, emphasizing that a regular employee could not behave in such a manner and expect to keep a job--however much the children loved her. Eventually they agreed on a daily accountability/attendance system that would provide program staff with immediate feedback should the girl slip in her efforts to keep her appointments at the site. Although the girl's behavior is still being monitored on a daily rather than weekly basis, she has markedly improved her attendance at the site and continues to work well with the preschoolers.

ANOTHER EXAMPLE

Young people in EBCE need varying degrees of adult support in making "the transition to adulthood" that EBCE is all about. They may have to be encouraged, supported, cajoled, monitored, led, pushed, pursued and loved through such a transition, but when a student begins to accept responsibility it is a tremendous satisfaction for all involved.

At the beginning of his $(CE)_2$ experience, one student depended on a number of attention-getting behaviors in his dealings with staff and avoided responsibilities such as checking in and out of the learning center. Staff noted then that he found it hard to make decisions and was difficult to place on employer sites.

One of his few interests was electronics, so the employer relations specialist arranged a visit at an electronics firm. On the site, the employer instructor took a personal interest in the student. He took time to have talks with the student and gave him a number of responsibilities. Because the student demonstrated a real aptitude for electronics, his EI recommended that he attend a summer seminar on electronics at an out-of-state university. Although only a junior, the student has followed up on this and has applied to the university.

He is now checking in and out of the learning center regularly, preparing and following his own time schedule and taking the initiative in telling the staff what he is doing. Recently, he was elected by his fellow students as the student representative on the $(CE)_2$ board and is now considered by the staff to be one of the most responsible students in the program.

7

Share and record guidance interactions and responses made by staff and other adults

Each student has daily contact with many different adults. Some adults interact with students primarily at employer and community sites; others see them only at the learning center. Each usually meets the student separately from the others--at different times and for different purposes.

However, all adults are responsible for guiding students in a manner appropriate to them as unique persons as they help them with their learning activities. To do this, each adult needs a clear idea of how each student is progressing in all program activities and how other adults are responding to student needs.

What Kind of Information Do You Want?

Observations made and information shared to support guidance interactions must logically include all aspects of a student's development, including affective or noncognitive considerations, as well as cognitive growth. Attention must be given not only to increasing knowledge and skills, but also to each student's developing attitudes, behaviors and total personal growth, to bring together a complete picture of the student's development.

$(CE)_2$ staff come together regularly to discuss student progress. Zone progress meetings concentrate on behavioral observations, zone debriefings on actual student progress in learning activities.

ZONE PROGRESS AND STUDENT BEHAVIOR

At zone progress meetings held midway into each school year action zone, $(CE)_2$ staff share both formal and informal student behavior observations made on a day-to-day basis. These meetings allow staff to monitor and record student affective growth frequently and systematically. Thus they can identify traits and patterns of behavior that are either helping or hindering a student in the fulfillment of goals and in successful interactions with other people. This information is then used as a basis for reinforcing behaviors that are working for the student and for substituting successful behaviors for those that are not working.

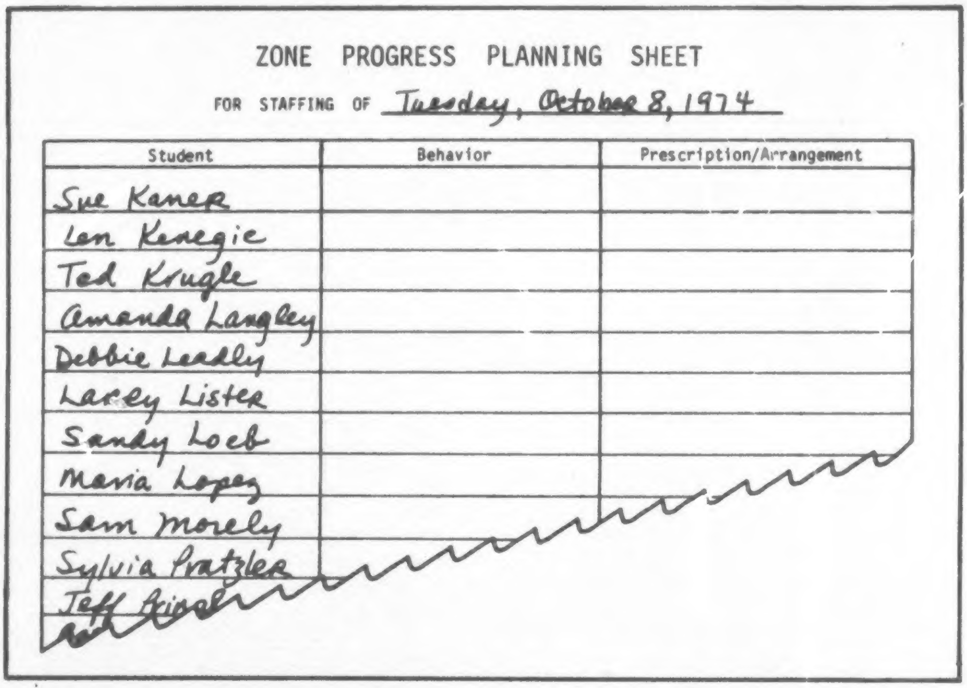
Staff deal individually with every student, working to identify (1) those students who are making exceptional progress, (2) those who are meeting minimal expectations and (3) those who are having difficulty.

Six Behaviors to Look For

When meeting together $(CE)_2$ staff find it helpful to speak in terms of behaviors reflecting students' responsibility, cooperation, personal interactions, involvement, self-directedness and enthusiasm--qualities considered by staff as essentials for student success in the program. Discussion touches on academic as well as nonacademic considerations. However, staff try always to limit their observations to specific behaviors (for example, "John did not go to his employer site this week because..."), and to avoid general observations, non-specific examples or simple progress reports (for example, "John has done three explorations so far").

How the Procedure Works

Before the meeting begins, the student coordinator distributes to each staff member a sheet with students' names down the left column. On this sheet is space for each staff member to note, as the session proceeds, behaviors discussed and prescriptions agreed on. After the meeting staff members can retain copies for their own records.

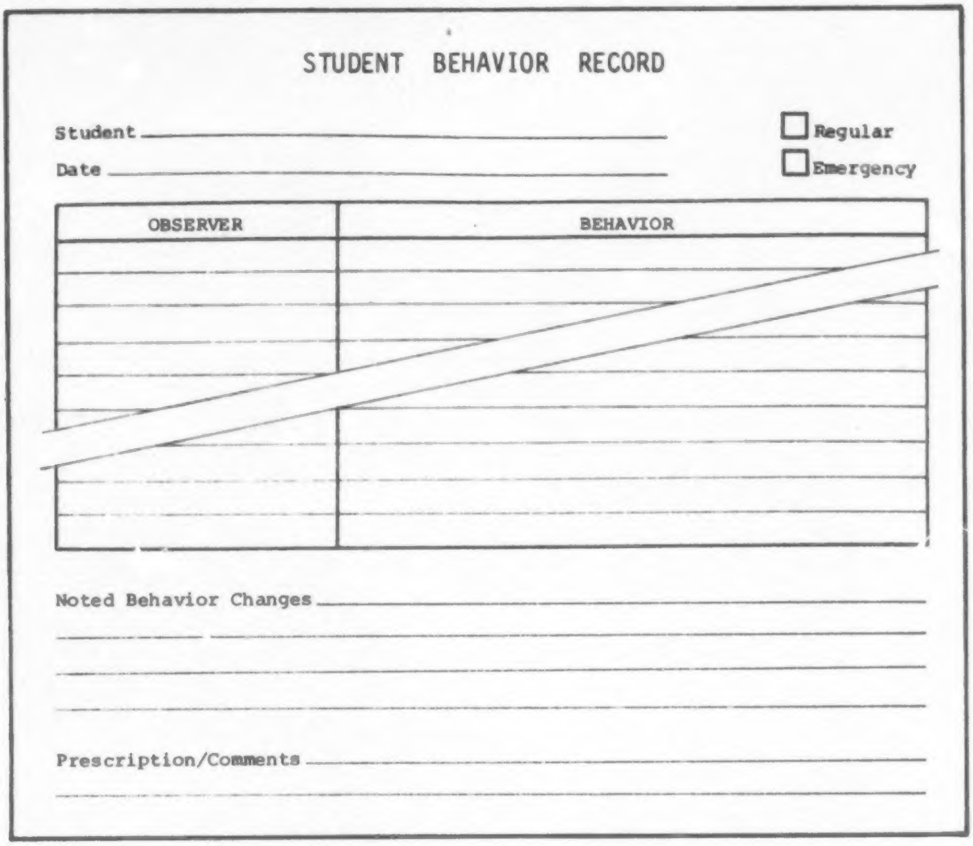


ZONE PROGRESS PLANNING SHEET

FOR STAFFING OF Tuesday, October 8, 1974

Student	Behavior	Prescription/Arrangement
Sue Kaner		
Len Kenegic		
Ted Krugle		
Amanda Langley		
Debbie Leadly		
Larry Lister		
Sandy Loeb		
Maria Lopez		
Sam Morely		
Sylvia Pratzler		
Jeff Ringe		

The meeting begins with the student coordinator calling a student's name. All staff members recount behaviors they have observed since the last time the student was discussed (using the above behavioral categories as guides), referring to copies of Accountability Write-Ups and positive post cards they may have initiated and to their own notes. The employer relations specialist reports any comments made by site personnel; the learning resource specialist does the same for competency certifiers, tutors and other resource people. Discussion may follow, during which the student coordinator works to encourage specificity and objectivity of staff comments before recording them on each student's "Student Behavior Record" (see below).



STUDENT BEHAVIOR RECORD

Student ______________________ ☐ Regular

Date ______________________ ☐ Emergency

OBSERVER	BEHAVIOR

Noted Behavior Changes ______________________

Prescription/Comments ______________________

You may choose to develop a checklist of the six behavioral categories mentioned above and have staff try to define information specifically in these terms. (CE)$_2$ has experimented with such a checklist but found it difficult to control overlapping among categories. As a result they now use a checklist format only three times a year--at the end of the first, fourth and final school year action zones.

After each staff person has commented, the group determines a prescription to be followed in reacting to the student's behavior. Responses may already have been initiated by individual staff members--as called for in the Student Accountability System--and recorded on Accountability Write-Ups brought to the session. The group considers all prescriptions or strategies to date in determining subsequent approaches for students who continue to exhibit problem behavior.

In agreeing on how they will help the student, staff follow the suggested general chronology of escalating "consequences" set forth in the Student Accountability System (see page 169). These have been designed to insure personalized attention to each student's needs through staff/student conferences and negotiations.

The "action prescription" is also recorded on an Accountability Write-Up form for discussion with the students and mailing to parents. For students exhibiting positive growth or commendable behaviors, one staff member handwrites a congratulatory postcard to the student's parents and mails it home (see page 183).

ZONE DEBRIEFINGS AND LEARNING PROGRESS

Zone debriefings are held at the end of each school year action zone. Unlike zone progress meetings--which focus on student behaviors as they are reflected in and influence student learning activities--zone debriefings are intended to give staff opportunities to discuss actual student progress on learning activities in terms of tasks performed and "amount" of work done. Staff also use this information for subsequent conferences and negotiations with students and for reporting student progress to parents.

How a Zone Debriefing Works

At the close of each zone, a debriefing form for each student is circulated among staff. This form addresses the following general questions:

1. *What has the student accomplished in this zone?*
2. *What has he or she not accomplished?*
3. *What barriers seem to be in the way?*
4. *What can we do to help?*

Sections of the form pertaining to their areas of responsibility are filled in by the learning managers, employer relations specialists and learning resource specialists. Taken together, the information represents current status on all aspects of each student's program work.

For the debriefing session itself, the student coordinator reads aloud each student's status in all activities--how many explorations completed, competencies certified and so on--along with the information, comments or evaluations noted on the form by staff. The group then discusses what action is needed to support the student and respond to individual needs during the next zone, as indicated by progress to date. Together they agree on an action prescription for dealing with the amount of work completed and related work habits.

Use of Debriefing Information to Guide Students

Action prescriptions resulting from zone debriefings are discussed with each student individually by a staff member designated during the debriefing. This staff member may be the one in whose area the student needs particular help (for example, an ERS for employer site matters) or one who is personally close to the student. Students behind in their work are counseled individually and asked to write up a plan with target dates for completing each unfinished activity. This plan is given to the student's learning manager. If target dates are not met, followup is made by staff according to the steps outlined in the Student Accountability System (see pages 168-174). Students successfully managing their learning are congratulated via postcards sent to their homes and are encouraged to negotiate even more individualized activities and schedules for the next zone.

CROSS-REFERENCES

Each learning strategy in Curriculum & Instruction also deals with accountability as it relates to that particular activity.

The Zone Debriefing form appears in "Student Records," pages 116-117. The Zone Progress Planning sheet and Student Behavior Record are informal student coordinator records filed by that person and therefore do not appear in "Student Records."

GUIDANCE RECORDKEEPING SUMMARY

Type of Information	Who Records	When	Recordkeeping Device	Where Displayed/ Discussed in This Handbook
General observations of behaviors during testing (attention span, concentration, perseverance and so forth)	Student coordinator	During initial assessment of incoming students	Student Profile, "Basic Skills Assessment" section	pages 98-99
Student learning style and self-analysis	Learning manager	First LM/student conference	Student Profile, "Life Skill/Learning Style Assessment" section	pages 98-99
General observations of behaviors during learning activities and negotiations	Staff person involved	Daily or periodically	When merited, Accountability Write-Up and/or "positive" post card	pages 118-119 page 183
Progress on learning activities	Staff person involved	End of (school year action) zone debriefing	Zone Debriefing form	pages 116-117
Affective growth/ behavior	Student coordinator	During student staffing	Student Behavior Record	page 179
Problem requiring participatory solution	Student coordinator	Whenever a conference is held between student, staff and/or parents	Zone Progress Planning Sheet	page 178

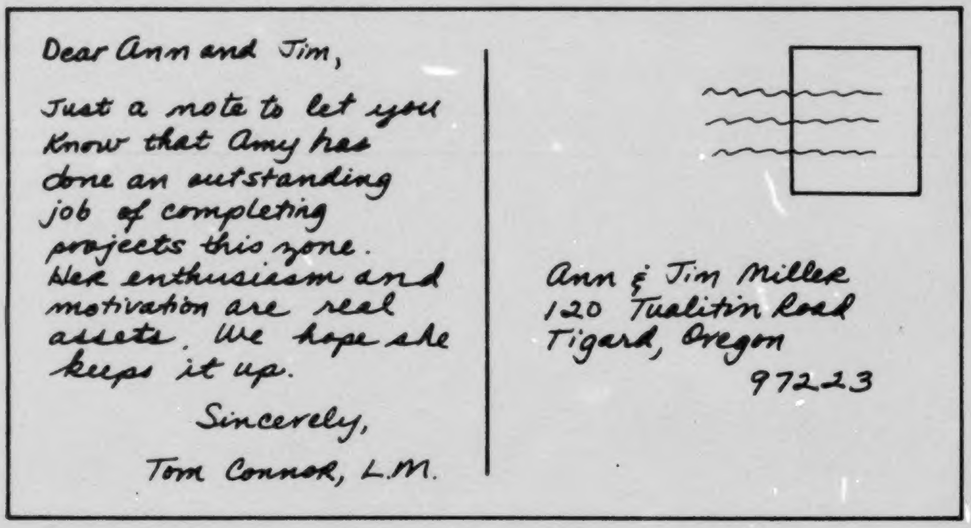
8

Involve parents in student guidance decision making

Built into the EBCE guidance system is a planned series of contacts with parents. These interactions have two especially distinguishing features: (a) they occur frequently, not only for reporting student progress but for bringing parents into decision making, and (b) they encourage the exchange of specific and detailed information about student learning progress and behavior. Parents top the list of "who gets involved" in student accountability matters and are the first stage of "what happens" when student and staff need assistance in resolving learning difficulties or nonproductive behaviors. Parents are regularly contacted in the following ways:

1. By telephone or in conference as a regular zone debriefing procedure: Parents are apprised of debriefing results in conference or by telephone; student successes as well as difficulties are discussed. Copies of the Zone Debriefing form, with staff prescriptions noted, are also provided to parents.

2. On a congratulatory postcard sent to a student's home: To acknowledge noteworthy behavior a designated staff member writes a "positive postcard" to the student's parents and mails it to their home. These postcards may be initiated by individual staff members any time or come as the result of a staffing discussion.



Dear Ann and Jim,

Just a note to let you know that Amy has done an outstanding job of completing projects this zone. Her enthusiasm and motivation are real assets. We hope she keeps it up.

Sincerely,

Tom Connor, L.M.

Ann & Jim Miller
120 Tualitin Road
Tigard, Oregon
97223

3. By telephone in response to difficulties: The student coordinator telephones parents immediately when a zone progress meeting or debriefing should be discussed with parents. In addition, a copy of an Accountability Write-Up form is mailed to parents.

Staff-initiated communications with parents regarding student behavior take the form of conferences when staff/student negotiations, agreements and "natural" consequences are not producing the desired results. When parents are invited to a special student/staff/parent accountability conference, they are already aware that the student is having difficulty in certain areas. The conference is preceded by telephone conversations and written notices (Accountability Write-Ups and/or Zone Debriefings) as first steps in trying to pinpoint methods for assisting the student.

During the conference, staff try to find out from parents as much as possible about their perceptions and expectations of their son or daughter, their ideas of what action might help their child and their willingness to get involved. Together, student, parent and staff formulate a support plan such as monitoring study hours, insuring that the student gets enough sleep, conversing every day with the student about status in the identified areas and the like.

The staff person may use a special task sheet (see next page) to record the activities the student must complete; a copy is then given to the parent to take home and use as the basis for discussing specifics rather than generalities with the student (that is, "How are you doing on your science project?" rather than "How did school go today?").

If and when staff feel that parental resources are not working, staff, student and parents meet with the program administrator as the final chance for students to indicate they are willing to settle down and work positively to improve their study habits, their learning progress or their behavior (see pages 172-174).

In any staff/parent conversation--including spontaneous ones--parents are asked if they have any concerns or questions. Suggestions on how EBCE staff might further help the student are also sought. Parent responses often provide staff with valuable insights that may shed light on the student's "outside of school" self.

WORK PROJECTION CHART

S = start C = complete Student Kelly Robbins Month March

TASKS	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21										
journal entry	S		S			S		S			S		S												
project report science	S				C																				
project report – critical thinking								S							C										

Guidance (Item 8)

AN EXAMPLE OF HOW PARENTS CAN HELP

Everyone in the community is viewed as a potential resource to support student learning. Among the most important and influential of these resources are the students' parents.

One noncommunicative youngster was hard to place on sites because of his apparent lack of interest in anything. Visits to several exploration sites failed to stimulate him. During a regularly scheduled parent conference, his mother told staff members about her son's artistic talent--a talent the son had not revealed to the staff. As a result, the employer relations specialist discussed with him the possibility of a learning level at a local art center.

The boy's experience at the art center helped him focus his interests enough to enroll in an extensive water color and acrylic painting course and learn to frame his own works. While the student continues to be shy about expressing himself, he has accepted the fact that he does have his own likes and dislikes and is presently much more willing to explore new career areas of interest to him.

CROSS-REFERENCES

The usefulness of staff/parent conferences in building program understanding and support is discussed in "Community Relations," Management & Organization, pages 181-182.

Parent reporting procedures are also treated in "Student Records," Item 15.

9

Refer students to external agencies/individuals for special guidance needs or problems

Students observed by staff to have special guidance or counseling needs are assisted in finding help through the high school or an appropriate outside agency or clinician. $(CE)_2$ prefers to refer students with complicated or long-term problems for several reasons:

1. Students should be encouraged to make full use of community resources to support all aspects of their development and to meet many of their needs--just as adults must be able to make use of such resources for emergencies or crises, as well as for everyday matters.
2. Staff are limited in their time and energy; crisis counseling or problem solving should be dealt with as only one aspect of staff responsibility to the student; it should not be allowed to consume a disproportionate amount of any staff member's time, nor to preempt the needs of other students.
3. Although every program-related adult is generally responsible for responding to each student's needs, the "best" response is often simply helping the student come together with an appropriate resource.

All staff share responsibility for helping students distinguish personal problems from more severe or recurring difficulties. The student coordinator researches outside agencies, including counselors at the high school, whose services might be used and supervises student referral when appropriate. All staff join forces to help the student profit from the assistance received and to integrate it into an ongoing system of thought or outlook to guide the student in day-to-day activities.

10

Encourage evaluation of guidance functions through year to assure consistency with curriculum design

An important consideration in any innovative program is change resulting from experience. Change will occur; you should anticipate and allow for it in the design of the program and each of its components. As with all other program elements, it is desirable to refine guidance techniques continually over time to better suit adult and student needs. Such refinement and possible redesign should be based on guidance goals and related concepts, student guidance needs, staff beliefs and observations, analysis and discussion by all program participants.

Remember: EBCE is built on an affirmation of the community. It depends on frequent and honest circulation of ideas, opinions and feelings among all participants--students, staff, parents and community adults alike. Problems will always arise; if you have fostered a sincere attitude of sharing among all program participants, a satisfactory student guidance system will result.

11

Respond to individual student guidance needs through combination of appropriate guidance activities

Each student and each situation requiring individualized guidance by an adult is unique; a checklist to "cover all the bases" is not feasible. Staff in any EBCE program must use professional judgment in applying guidance principles and strategies (such as those suggested on the preceding pages) consistent with program goals and their own convictions about people.

What $(CE)_2$ does may not apply to student needs in other programs, but the reasons for their responses may. Following are a few more examples of ways $(CE)_2$ staff have attended to individual student guidance needs arising naturally in the course of each student's learning progress. Basically, these vignettes are intended to illustrate $(CE)_2$'s most consistent interpretation of the EBCE concept--that experience-based guidance depends significantly on personal interaction with adults in a variety of community environments, and that career/life guidance can be incorporated in a curriculum that provides comprehensive Basic Skills and Life Skills activities, as well as specific Career Development experiences.

CROSS-REFERENCES

Additional case study reports on Tigard EBCE students appear in NWREL's FY '74 and FY '75 Evaluation Reports. These case studies develop more fully many guidance elements touched on in the vignettes in this narrative.

RESPONDING TO INDIVIDUAL GUIDANCE NEEDS

Whatever a student's needs, concerned adults come together to agree on an appropriate response and to continue that response over time.

Early in this school year, $(CE)_2$ staff noted that a particular junior sought their attention by messing up tasks and "playing games" but was unwilling to sit down and talk to them in a constructive way. Following discussion of these behaviors during a staff meeting, staff agreed to ignore the student when he sought attention in these ways but to encourage him to converse more openly and frankly with them. At staff suggestion, the student signed up for several small group learning activities and a Motivation for Career Success group project. Individual staff members made it a point to initiate and sustain conversations with him as often as possible. In recent months, the staff has noted that the student is striking up these conversations more often on his own and asking directly for staff assistance when he wants it. The student's most recent employer instructor has noted his growth in interpersonal communications and has invited the student to extend his stay at the site to continue learning to converse comfortably with adults.

EBCE students are encouraged to supplement their program experiences with both formal and informal peer group activities, including social events, intramural sports and other extracurricular activities at their former high school.

With encouragement from $(CE)_2$ staff, one EBCE junior recently won a small part in the high school's production of "The Miracle Worker." In addition to bringing him into frequent contact with "old" friends at the high school--which staff felt he particularly needed--his work on the play became the springboard for an EBCE project. The project enabled him to practice his advanced composition skills by writing an essay on the life of Helen Keller and to expand on his "dramatic" experiences with blindness by studying educational opportunities for the blind in this state and investigating the development and application of Braille.

GUIDING STUDENT LEARNING

Staff and student negotiate the specifics of how the student will be accountable for performance based on the student's present ability--and willingness--to schedule learning responsibilities efficiently.

Once-a-week conferences with the learning manager are the only "check-in" requirements for one particularly motivated student who is working outside the learning center on a three-month project on labor unions. For less motivated or self-disciplined students, specific "gimmicks" are used to help them successfully achieve short-term goals before tackling long-term ones. A learning manager is helping one student, who has difficulty applying himself, gradually lengthen his periods of concentration by "plugging him into" a tape recorder playing classical music. For an unusually nervous girl--whose fidgeting, fingernail biting and general inability to concentrate had been the despair of her high school teachers--the LM uses an egg timer to enforce half-hour study periods separated by five minute "breathers." Soon the breathers will separate hour-long periods of study, and eventually use of the timer will be dropped.

WHEN SPECIAL HELP IS NEEDED

EBCE staff work hard to guide the students to any and all resources in the community necessary for their progress, including individuals and agencies offering professional assistance with problems.

While attending Tigard High School, one student seemed interested in some activities but seldom followed through on commitments. The school counselor reported that the student's parents were helpful and concerned, but the counselor thought that the student set unrealistic goals.

At $(CE)_2$, the staff have observed that the student manipulates his environment to avoid completing his responsibilities. For example, he drives other students to their job sites but does not go to his own. He blames others for his inabilities, complains a lot about his work and becomes highly irate when the staff attempt to hold him accountable for his time or work.

In an effort by staff to help him overcome these difficulties, he has been placed on a contingency management program: he is required to sign a contract with staff for assignments he agrees to complete, and he loses credit for activities not completed by the due date. Several conferences have been held with his parents (whom he blames for many of his problems), and program staff have recommended that his parents secure outside psychological help for their son.

HOW COMBINED GUIDANCE HELPED ONE STUDENT

With some students, a noteworthy experience or particular relationship with an adult can cause a dramatic change in attitude or behavior. For most young people, however, no one event can be isolated as a turning point in their personal development. Rather, the effect of experiential learning and guidance by concerned adults is gradual, almost imperceptible, over a long period of time, until one day something causes everyone to sit back and realize that change has occurred.

As one $(CE)_2$ staff member put it, "We don't know exactly which thing did it for Margaret (not her real name), but at the end of two years she was a completely different young person from the one who had entered the program. She liked herself better, her appearance had improved dramatically, her attitude toward school had completely reversed itself and she seemed much more in command of her own life."

An anecdote staff particularly enjoy telling about Margaret is a comment she made about herself to her learning manager. "I was walking down the street one night coming home from school and I was carrying a bunch of books. All of a sudden I said to myself, 'Wait a minute. This isn't me carrying all these books. I just don't do homework.' And I realized I had really changed a lot. I was actually reading and studying now and I didn't even mind homework, because it was stuff I was interested in."

This realization was especially significant for Margaret, because when she came into the program she was the first to admit she hated studying and had poor Basic Skills. She couldn't do simple math, she read slowly and had poor comprehension, and she nearly always copied materials rather than writing something on her own. In short, Margaret needed a lot of special help.

An individualized Basic Skills program was immediately negotiated with her and she began working with a tutor. However, her tutor was distressed by her unwillingness to read materials that would improve her skills. She seemed interested only in movie magazines and beauty magazines--and even those she seemed only to skim through without

(continued)

HOW COMBINED GUIDANCE HELPED...(continued)

absorbing much. It became a special challenge for the tutor and all staff to find links between the very few things she was interested in and the types of materials and learning activities that would improve her skills and broaden her interests.

At the same time, Margaret was faced with exploring community sites, trying out some competencies and getting experience in dealing with people. All of this was hard for her, because she had little self-confidence and felt no real sense of purpose. She never seemed to know what she wanted to do.

Staff kept working with her, negotiating special project activities and talking with her about her preferences, her likes and dislikes, her ideas for the future. One particular project activity in personal/social development required that she isolate a social problem and find information on it. The only idea she could come up with was alcoholism because one of her parents had for years been struggling with the problem and had finally joined Alcoholics Anonymous. Margaret started reading some materials on alcoholism and copying portions of them out for reference. Staff encouraged her to paraphrase what she read and add some of her own ideas. They also suggested that she join Alateen, both for her own social skills needs and to get in touch with the battle her parent was waging.

Gradually Margaret became really interested in the whole problem of alcoholism and what it does to individuals and to families. She started talking to other teenagers about it. Attending Alateen meetings and being a part of a group of young people with something in common seemed to help her begin to come out of herself and get interested in what was going on in the world around her.

Little by little this opening up spread to her other program activities and to her thinking about herself. She began to really care what other people thought about her and modified her grooming and behavior accordingly. Her self-confidence improved as did her interest in the world around her.

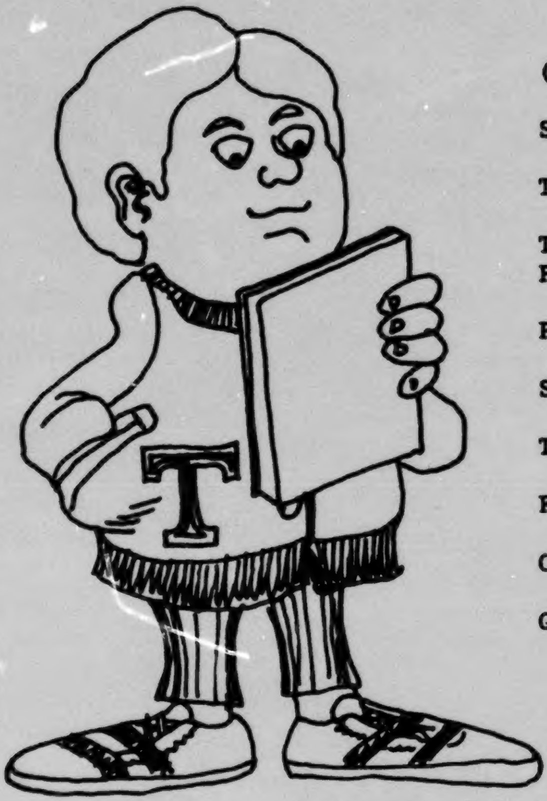
APPENDICES

APPENDIX A

Sample $(CE)_2$ Student Handbook

Following is a sample of the Student Handbook given $(CE)_2$ students for the 1974-75 school year. We display it here solely as a sample of the kinds of topics an EBCE student handbook might cover. Keep in mind that this sample is from the Tigard EBCE program which served as a test site for developing and refining EBCE concepts and procedures. Because of changes in program design since this particular Student Handbook was written you may find some differences in wording and procedures that are not discussed in any of the EBCE handbooks. On the whole, these differences are slight--for example, 'preprepared projects' are now called 'predesigned projects,' 'exploration levels' are now called 'career explorations,' and some of the wording in the Student Accountability System display is different from the display which appears in the Curriculum & Instruction handbook.

STUDENT HANDBOOK



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INFORMATION

$(CE)_2$ WHAT IS IT?

$(CE)_2$, Community Experiences for Career Education, is an alternative to a traditional high school education. In this federally funded research project we are exploring new ways for students to learn.

Instead of learning mostly in the classroom, as a student of $(CE)_2$ you will learn at job sites and in the community. You will have the chance to explore many different careers in the world of work, and your Learning Program will be centered directly around jobs and careers of your selection.

The most exciting thing about $(CE)_2$ is also the scariest. Working within the requirements of the program (See Learning Program section, pages 8-11), you, the student, can make decisions about what and how you want to learn.

So what is scary? The responsibility for learning falls on your shoulders. Working with your Learning Manager (LM) you will negotiate the development of your Learning Plan.

This year you have the chance to have your education be not merely something that happens to you, but something that will happen because of you. You will create it. You have before you a great deal of freedom to make choices and decisions, but this also means a great deal of responsibility.

Thus, your time at $(CE)_2$ will be one of decision-making. You will have the exciting chance to decide how you want to fit into the world. You will have the opportunity to form a specific set of goals for your life in terms of your future education, job career, and role as a citizen.

Some Thoughts About Your Learning

Learning is the process of getting to know yourself and the world you live in, so that you can function better as a self-sufficient and contributing member of society. $(CE)_2$ chooses to emphasize the total development of the student. We recognize that you will learn best when you are working with subjects of your choice, in a manner best suited to you.

Probably the best thing $(CE)_2$ can do for you is teach you how to learn, not tell you what you have to learn. There are too many facts right now for anyone to learn them all in a lifetime. And the body of knowledge is increasing rapidly. Just ten years from now, there may be twice as many facts to know. No one can tell you now for sure all of the things you will have to know in the future when you are out on your own. But there are certain basic things that we know you will need to know (how to read, write, add, get a job, file taxes, deal with legal rights and responsibilities, cope with other people, cope with yourself, etc.). These basics are a part of the $(CE)_2$ Learning Program and are detailed in the next section. The list of requirements looks long at first glance, but don't let it worry you. If you budget your time you will have no problem completing the program.

The responsibility for learning rests with you, which is really the way it should be. We are looking forward to helping you learn to assume responsibility. We are ready to begin any time you are.

The $(CE)_2$ staff is aware of the fact that we learn best those things which are of high interest to us. Therefore, students are offered choices of what and how they are to learn; however, such choices must be within the basic nature of the $(CE)_2$ program and its intent. Choices are made through the process of negotiation with Learning Managers and other staff members. In this process, information about your educational needs, the reality of your career interests, and your immediate as well as future needs are blended into an "educational agreement."

THE LEARNING PROGRAM

CURRICULUM: Under the guidance of employers and other concerned community people, (CE)$_2$ curriculum has been designed to provide you with skills and knowledge necessary to help you to succeed in society. There are three main parts or components in the Curriculum. They are called Life Skills, Basic Skills and Career Development.

1. CAREER DEVELOPMENT
   This component focuses on topics, trends and issues that are important to people in the working world. The content areas are:
   1. Information about Self and the World of Work
   2. General and Specific Career Skills
   3. Lifetime Career Development

2. BASIC SKILLS
   Basic Skills are skills used to perform tasks, solve problems and learn new ideas. In (CE)$_2$, we have listed the following content areas as Basic Skills:
   1. Reading
   2. Communication
   3. Mathematics

3. LIFE SKILLS
   Life Skills are a group of skills we feel people generally need to know to have a more satisfying life. We have grouped these skills into the following six content areas:
   1. Creative Development
   2. Critical Thinking
   3. Functional Citizenship
   4. Personal-Social Development
   5. Science
   6. The Competencies

One of the ways you will learn in these areas is through Projects. A Project is a package of learning activities designed for you to complete on an employer or community site that you have selected. All Projects are written in one of the five Life Skills areas.

The first Project you will do in each Life Skills area is called the pre-prepared project. It is "pre-prepared" in that the activities are already written to give you a thorough introduction to that Life Skills area. You still have considerable choice in that you select the employer or community site on which to complete the Project, and with your Learning Manager you negotiate the products or outcomes of the Project and the criteria or level of expectation for your performance.

All other Projects that you do in the Life Skills areas are called individual projects. In these projects you negotiate the activities, resources and products/criteria with your Learning Manager. The activity file contains some suggested activities or may suggest others to you. The initial Critical Thinking Project will familiarize you with Project writing activities.

Exploration Level

The exploration is designed to give you a general overview of jobs and careers. The exploration is a two-way street--you see if you like the site and the employer sees if he or she wants you. Mismatches may occur sometimes, but that's okay. Other arrangements may be worked out by consulting with your ERS.

Learning Level

When a job you have explored is a match, you may choose to go there on a learning level. During the time you spend at the site, you will practice skills necessary to perform the job as well as completing related Basic Skills activities. Your employer instructor will help you complete a learning program that will relate your chosen career area to your Life Skills studies.

Skill Building Level

As you complete your requirements, you may choose a skill building placement. Its purpose is the development of job skills that would allow entry into a particular job.

Special Placement You may choose to spend time at a particular employer site to fulfill requirements of a Project in the Life Skills area. This type of experience is negotiated with the LM.

Journals You are required to keep a Journal, on regular notebook paper, which will be turned in to your correspondent once a week. Each week you will write a minimum of two pages that will contain an informal record of your activities, experiences, ideas and anything else you may wish to share. Only your correspondent will read your Journal, and he or she will make a written reply to you. The Journal can and should become a most important document both for you and for your correspondent.

For complete details on Journals and Journal writing see the Journal section of this notebook.

Weekly Meeting Student Meetings are held once a week. It is during this time that we meet together for large and small group activities. Attendance is required at the first and third meetings of each month. These required meetings are to set aside time for Employer Seminars in which employers discuss issues relating to the Career Development component, and for program policy and planning. Small group activities will take place during the other two weekly meetings, where you will work as teams with a staff member. Each team will be responsible for deciding their own meeting place and time.

Minimum Requirements For Graduation

These are the minimum requirements that must be completed for graduation. You are strongly encouraged to exceed these requirements.

PROJECTS

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____

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COMPETENCIES

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____

____

EMPLOYER SITE UTILIZATION

____

____

____

STRATEGY:

HEY, STUDENT, WAIT A MINUTE!
MAYBE WE CAN HELP!

Adjusting to a program with a totally different approach to learning can be difficult. With so many things to accomplish and learn, it is important that you plan your year in $(CE)_2$. To help you with this plan and to ensure your success in the program, the school year is broken into eight (8) action zones.

It is important for you to take a good look at these zones and understand what is required in each one. It is your responsibility to follow through on these tasks and complete the activities.

Staff will be assisting you in planning your learning program and helping you to plan activities and strategies to reach your learning goals.

Here are some important steps to remember while you are planning your learning plan strategies and activities.

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1 You meet with your Learning Manager to discuss your learning goals. Plan the activities and strategies for reaching these goals. Decide on the dates when you will finish each part of your projects. Use your zone sheet and calendar to help you with your planning.

2 $(CE)_2$ has more than 100 different employer sites. Using information about your career interests, an ERS will help you select employer sites you are interested in exploring. He/she will set up your placements. Once on a Learning or Skill Building Level site, you will work on projects and career skills that you have arranged with your LM and ERS.

IMPORTANT

At the end of each zone, there will be a staff review of your progress. And you will have an important part in this process. As information and observations are pulled together from all the program areas, you will work with the staff in reviewing your own individual progress. At that time you will also help the staff to prepare a progress report to your parents and plan strategies for completing the next zone's activities. REMEMBER: you are required to complete all zone activities before you go into the next zone. Your failure to do so will call for an immediate conference and an action from the Student Accountability System. Should you finish all activities in one zone, you are encouraged to go on to the next. It is possible to complete all zone activities before the program year is out.

3 You will often need learning materials to help you with your projects and job placements. While you are on an employer site, request company brochures and other learning materials that you may need. To find other materials, our LRS will be a big help. The LRS knows about the materials in the Learning Center and what is available in the community. He/she will let you know where materials are, but it is your responsibility to find them.

The Learning Center materials include books, tape recorders, audio-visual equipment, career materials and a teletype computer. All Learning Center materials must be checked out.

4 Coming into a new program and making an adjustment can be difficult. Everyone is sure to have some problems and need information and answers to questions. Guidance and counseling will be available from all $(CE)_2$ staff members, certain employers and various community resource people. The Student Coordinator will oversee these services.

Some Helpful Tips

1. Be sure to be available for appointments with staff members during program hours.

2. Always limit your smoking to the proper area--check with your Employer Instructor about smoking areas at your site.

3. Show care for all the equipment and books in the Learning Center. Make sure they are checked out before you take them.

4. You are expected to meet your employer's expectations for your dress and grooming.

5. Come to $(CE)_2$ always prepared to work--make sure you have your journal, paper, pencils and any other materials you may need.

6. Remember, you need the LM and ERS approval before you change your employer site.

7. The lounge is for everyone's use--make sure you help to keep it clean.

SCHOOL YEAR ACTION ZONES

Below is a chart of zone 1 with the required tasks and who can help you.

> To be an active, participating member of (CE)$_2$ is to realize your potential and worth as a person while giving and receiving group support. As you begin to build trust, openness and caring, you will gain a better understanding of yourself and others. Being able to feel good about yourself and others will help you to achieve a life of happiness, self-responsibility and personal fulfillment.
>
> Inability to be a "GIVER" and a "DOER" may lead to "Not OK" feelings and poor communication with others--and interfere with your growth as a healthy and wholesome person.

Zone 1	What is Expected	Who Helps	What Can Happen
Orientation	-Participate in activities	Student Coordinator	-Understand program -Begin initial activities -Make new acquaintances and friends OR -Confusion -Fall behind on requirements
Weekly Meetings	-Promptness -Regular weekly attendance -Involvement -Interaction	Student Coordinator	-Personal growth -Awareness of self and others -Increased communication skills OR -Loss of confidence in group participation and activities -Loss of forming new and deeper relationships with staff and peers
Employer Seminars	-Promptness -Regular monthly attendance -Involvement -Interaction	Student Coordinator	-Career information and preparation -Opportunity to meet and share ideas with Employers and other community people OR -Loss of helpful information and suggestions -Make-up work -Loss of credit

You have many personal choices in developing your own learning plan in the $(CE)_2$ program. While exploring the problems of the real world by handling job responsibilities, working directly with others and making decisions, you will be putting into action your learning plan, thereby developing and using your skills in reading, writing, listening, speaking and computing.

Failure to develop a learning plan and strategies places the burden of responsibility on staff members to give you activities and assignments which you may find less interesting, boring and unnecessary.

Zone 1	What is Expected	Who Helps	What Can Happen
-Initiate first meeting with LM -Begin first project in Critical Thinking -Begin first project in Personal-Social Development -Complete and turn in first project in Critical Thinking -Evaluate project with LM -Begin weekly journals -Plan next zone activities	-Meet regularly with LM -Initiate and establish learning program activities and target dates -Work on Critical Thinking Project and Personal-Social Development Project -Establish appropriate study times -Turn in journals promptly and regularly -Regular and consistent attendance and performance on learning program	Learning Manager	-High level of success in program -Credit for completed work -Assistance in planning learning program -Assistance on projects OR -Low level of success in program -Make-up work -Loss of credit -Student Accountability System/Penalties

Using the employer network to its fullest by actively choosing explorations and learning levels will help you to increase your knowledge of your own interests and abilities. You will be able to use this information to understand career interests and to make decisions. You will also have the opportunity of developing career skills while actively using materials and resources located on employer sites of your choice.

It is your responsibility to use the employer network and resources with a high degree of involvement. Your failure to do so creates situations in which you limit the possibility of future career options, job opportunities and advancement. You will also run the risk of losing valuable "know-how" needed to pursue a career interest and the steps necessary to prepare yourself to meet basic job requirements.

Zone 1	What Is Expected	Who Helps	What Can Happen
-Initiate meetings with ERS -Make exploration choices -Go on explorations/ Learning Levels -Meet with ERS to evaluate first exploration -Turn in weekly time slips -Complete and turn in first exploration package	-Meet regularly with ERS -Select and participate on explorations and Learning Level -Complete and turn in exploration packages -Submit weekly time slips -Regular and consistent attendance and performance on job site -Promptly meet appointment times with Employers	Employer Relations Specialist	-High level of success in career development -Credit for completed work -Assistance and information regarding future employment possibilities from employers -Variety of experiences in career areas OR -Low level of success -Loss of credit -Loss of time credit -Loss of job site -Make-up work -Student Accountability System/Penalties

As you move outside the four walls of the classroom and make the community your school, you will find many resources and people who offer a variety of opportunities for learning. You will also develop and put to use "competencies" or "survival skills" which will enable you to get along in society, become a responsible citizen and assist you in making decisions in your personal life.

By not exploring the vast material and human resources in the community, you lose the opportunity of discovering new ideas, values and information. You will be forced to depend on others rather than yourself. In addition, it will be more difficult for you to become an independent adult.

Zone 1	What is Expected	Who Helps	What Can Happen
-Initiate first meeting with LRS -Orientation in locating $(CE)_2$ and community resources and materials -Orientation to competencies -Begin first competency -Establish competency target dates	-Proper checking out and handling of materials and equipment -Proper use of resources -Meet regularly with LRS to set up competencies -Prompt attendance at competency seminars -Promptly meet appointment times with competency certifiers and tutors	Learning Resource Specialist	-Successful use of $(CE)_2$ and community resources and materials -High level of success in setting up and completing competency requirement -Assistance in finding materials and resources for projects OR -Denied use of materials and resources -Loss of competency credit -Student Accountability System/Penalties

STRATEGY

Below is a calendar for Zone 1 to help you plan a schedule for the completion of program activities and requirements in this time block. You will need to refer to the first zone activities in order to complete this section.

During Orientation you will be working with different staff members who will assist you in setting up your learning program and give you some clues on how to set up your calendar and establish activity target dates.

REMEMBER: All activities in the first zone must be completed and turned in by the end of the zone in order to receive credit and start the next zone.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
SEPTEMBER 1	Labor Day 2	ORIENTATION WEEK 3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	End of Zone 1 20	21

ZONE 1: September 3, 1974 to September 20, 1974

Orientation ("learning names/how I feel about being here")

Initial meetings with Learning Managers

Initial meetings with Employer Relations Specialists

Initial meetings with Learning Resource Specialist

Make exploration choices

Go on explorations/learning level

Meet with Employer Relations Specialist to evaluate first exploration

Complete and credit first exploration

Start first competency

Submit time slips

Attend mandatory weekly meetings

Attend employer seminars

Begin journal

Begin first project (Critical Thinking)

Begin second project (Personal/Social Development)

Sign in/out appropriately

Regular program and job site attendance

Consistent program and job site performance

Complete first project (Critical Thinking)

Meet regularly with Learning Manager

Meet regularly with Employer Relations Specialist

Report progress to parents

Plan next zone activities

Complete first competency

Keep a record of all the activities you complete. Use the chart below to help you out. This information will come in handy as you plan each zone.

KEY

A-absent
H-holiday
EX-exploration level
PR-projects
SB-skill building
COMP-competencies
LC-learning center attendance
WM-weekly meetings
P-number possible
M-number missed
L-number late

EMPLOYER SITE ATTENDANCE	MON	TUE	WED	THU	FRI
SEP 2 - SEP 6	H				
SEP 9 - SEP 13					
SEP 16 - SEP 20					

LEARNING ACTIVITIES	EX	PR	COMP	LC		WM		JOURNAL			OTHER
				P	A	P	A	P	M	L	
SEP 2 - SEP 6											
SEP 9 - SEP 13											
SEP 16 - SEP 20											
ZONE TOTAL											
TOTAL TO DATE											

PLANNING

SAMPLE WEEK

Here is an example of how you may organize a typical week. Use this example to help you plan out your activities for each of the weeks in a time zone.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	Arrive at Learning Center	Arrive at Learning Center	Arrive at Learning Center	Arrive at Learning Center	Arrive at Learning Center
9:00	Mandatory Weekly Meeting	8:40 Leave on van to employer site - exploration of Allstate Insurance	8:40 Leave on van to employer site - continue exploration of Allstate Insurance	8:40 Leave on van to employer site - complete exploration at Allstate Insurance	9:00 Small group meeting with ERS
	"(CE)$_2$ Clearinghouse"				Go over exploration process and package
10:00	Start on Life Skills - "I was a Teenage Scientist" - A Science Project	Explore site and work on Exploration Package	Explore site and work on Exploration Package	11:40 Leave Allstate for Learning Center	10:15 Make corrections in package
12:00	Lunch at Learning Center	↓	↓	12:00 Lunch at Learning Center	10:30 Work on Science project - make an appointment at Georgia Pacific Gypsum Lab for resource information
				1:00 Meet with Learning Manager - Negotiate project	
1:00	Attend a Competency Seminar working on Competency #1 - the community resource person will provide background information and answer questiqns about certification			2:00 Write in journal	11:30 Finish up weekly journal and turn in to LM
				2:25 Meet with LRS - set up competency appointment	12:00 Lunch at Learning Center
2:15	Write in journal	2:10 Leave Allstate for Learning Center	Leave Allstate for Learning Center		1:00 Appointment with EI at Allstate to certify exploration package - verify time slip
2:40	Leave on (CE)$_2$ van for T.H.S.	2:40 Leave on van for T.H.S.	Leave on van for T.H.S.	2:40 Leave on van for T.H.S.	2:00 Leave for Learning Center
					2:20 Arrive at Learning Center - Turn in certified exploration package - Turn in verified time slip - Make out Transportation Request for the next week

STRATEGY

Okay! You have completed the first zone and are on your way to planning your success in the $(CE)_2$ program. Now it is time to begin the next zone. All the required activities are listed below. Use your calendar and chart to plan target dates and record information.

Make sure you attend the mandatory weekly meeting. This will be a planning session where the staff will assist you in setting up your activities in Zone 2.

REMEMBER: Your zone calendar must be signed by your learning manager when it has been filled out and completed. Make sure you give your learning manager a copy of your calendar.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
SEPTEMBER 22	23	24	25	26	27	28
29	30	OCTOBER 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	End of Zone 2 18	19

ZONE 2: September 23, 1974 to October 18, 1974

Student/staff retreat

Meet regularly with Employer Relations Specialist to evaluate explorations and choose new sites

Complete second exploration by October 4 or begin learning level

Begin to choose learning levels

Begin second and third competencies

Attend mandatory weekly meetings

Attend employer seminars

Submit weekly journal

Review journal individually

Review journal in correspondent groups

Complete second project (Personal/Social Development)

Begin third project

Submit weekly time slips

Regular program and job site attendance

Consistent learning program and job site performance

Meet regularly with Learning Manager

Sign in/out appropriately

Report progress to parents

Plan next zone activities

Complete second and third competencies

EMPLOYER SITE ATTENDANCE	MON	TUE	WED	THU	FRI
SEP 23 - SEP 27					
SEP 30 - OCT 4					
OCT 7 - OCT 11					
OCT 14 - OCT 18					

KEY

A - absent
H - holiday
EX - exploration level
PR - projects
SB - skill building
COMP - competencies
LC - learning center attendance
WM - weekly meetings
P - number possible
M - number missed
L - number late

LEARNING ACTIVITIES	EX	PR	COMP	LC		WM		JOURNAL			OTHER
				P	A	P	A	P	M	L	
SEP 23 - SEP 27											
SEP 30 - OCT 4											
OCT 7 - OCT 11											
OCT 14 - OCT 18											
ZONE TOTAL											
TOTAL TO DATE											

STRATEGY

HERE WE GO AGAIN:

Remember These Steps

1. LOOK AT THE ZONE ACTIVITIES
2. ATTEND THE ZONE PLANNING MEETING
3. FILL OUT THE ZONE CALENDAR AND RECORD INFORMATION ON THE CHART
4. HAVE YOUR LEARNING MANAGER SIGN THE COMPLETED CALENDAR
5. PARTICIPATE IN STAFF REVIEW OF YOUR PROGRESS

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
OCTOBER 20	21	22	23	24	25	26
27	28	29	30	31	NOVEMBER 1	2
3	4	5	6	7	8	9
10	Veterans Day 11	12	13	14	End of Zone 3 15	16

ZONE 3: October 21, 1974 to November 15, 1974

Participate consistently on employer sites (exploration/learning level)

Continue to find learning levels

Begin learning level by November 27

Begin fourth and fifth competencies

Attend mandatory weekly meetings

Attend employer seminars

Submit weekly journal

$(CE)_2$ journal review

Complete third project

Begin fourth project

Submit weekly time slips

Regular program attendance

Meet regularly with Learning Manager

Meet regularly with Employer Relations Specialist

Sign in/out appropriately

Report progress to parents

Plan next zone activities

Complete fourth and fifth competencies

EMPLOYER SITE ATTENDANCE

	MON	TUE	WED	THU	FRI
OCT 21 - OCT 25					
OCT 28 - NOV 1					
NOV 4 - NOV 8					
NOV 11 - NOV 15	H				

KEY

A-absent
H-holiday
EX-exploration level
PR-projects
SB-skill building
COMP-competencies
LC-learning center attendance
WM-weekly meetings
P-number possible
M-number missed
L-number late

LEARNING ACTIVITIES

	EX	PR	COMP	LC		WM		JOURNAL			OTHER
				P	A	P	A	P	M	L	
OCT 21 - OCT 25											
OCT 28 - NOV 1											
NOV 4 - NOV 8											
NOV 11 - NOV 15											
ZONE TOTAL											
TOTAL TO DATE											

STRATEGY

If you have reached this zone, give yourself a slap on the back. You are now halfway through the program year.

Have you found the secret to planning your success in the program?

REMEMBER THE PLANNING STEPS:

1 LOOK AT THE ZONE ACTIVITIES
2 ATTEND THE ZONE PLANNING MEETING
3 FILL OUT THE ZONE CALENDAR AND RECORD INFORMATION ON THE CHART
4 HAVE YOUR LEARNING MANAGER SIGN THE COMPLETED CALENDAR
5 PARTICIPATE IN STAFF REVIEW OF YOUR PROGRESS

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
NOVEMBER 17	18	19	20	21	22	23
24	25	26	27	Thanksgiving 28	29	30
DECEMBER 1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	Christmas Holiday 23	24	25	26	27	28
29	30	31	JANUARY 1	2	End of Zone 4 3	4

ZONE 4: November 18, 1974 to January 3, 1975

Staff to review student progress

Begin sixth and seventh competencies

Attend mandatory weekly meetings

Attend employer seminars

Submit weekly journal

Complete fourth project

Begin fifth project

Submit weekly time slips

Meet regularly with Learning Manager

Meet regularly with Employer Relations Specialist

Regular program and job site attendance

Consistent learning program and job site performance

Sign in/out appropriately

Report progress to parents

Plan next zone activities

Complete sixth and seventh competencies

EMPLOYER SITE ATTENDANCE	MON	TUE	WED	THU	FRI
NOV 18 - NOV 22					
NOV 25 - NOV 29				H	H
DEC 2 - DEC 6					
DEC 9 - DEC 13					
DEC 16 - DEC 20					
DEC 23 - DEC 27	H	H	H	H	H
DEC 30- JAN 3	H	H	H	H	H

KEY

A - absent
H - holiday
EX - exploration level
PR - projects
SB - skill building
COMP - competencies
LC - learning center attendance
WM - weekly meetings
P - number possible
M - number missed
L - number late

LEARNING ACTIVITIES	EX	PR	COMP	LC		WM		JOURNAL			OTHER
				P	A	P	A	P	M	L	
NOV 18 - NOV 22											
NOV 25 - NOV 29											
DEC 2 - DEC 6											
DEC 9 - DEC 13											
DEC 16 - DEC 20											
ZONE TOTAL											
TOTAL TO DATE											

STRATEGY

HAPPY NEW YEAR

Make sure you start the new year off right by completing your zone calendar and turning it in to your Learning Manager.

If you can't remember the steps go back to Zone 4.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JANUARY 5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	End of Zone 5 31	FEBRUARY 1

ZONE 5: January 6, 1975 to January 31, 1975

Begin eighth competency

Attend mandatory weekly meetings

Attend employer seminars

Submit weekly journal

Complete fifth project

Begin sixth and seventh projects

Regular meetings with Learning Manager

Regular meetings with Employer Relations Specialist

Submit weekly time slips

Regular program and job site attendance

Consistent learning program and job site performance

Special meetings for students having difficulties fulfilling program requirements

Sign in/out appropriately

Report progress to parents

Plan next zone activities

Complete eighth competency

EMPLOYER SITE ATTENDANCE	MON	TUE	WED	THU	FRI
JAN 6 - JAN 10					
JAN 13 - JAN 17					
JAN 20 - JAN 24					
JAN 27 - JAN 31					

KEY
A-absent
H-holiday
EX-exploration level
PR-projects
SB-skill building
COMP-competencies
LC-learning center attendance
WM-weekly meetings
P-number possible
M-number missed
L-number late

LEARNING ACTIVITIES	EX	PR	COMP	LC		WM		JOURNAL			OTHER
				P	A	P	A	P	M	L	
JAN 6 - JAN 10											
JAN 13 - JAN 17											
JAN 20 - JAN 24											
JAN 27 - JAN 31											
ZONE TOTAL											
TOTAL TO DATE											

STRATEGY

Are you ready to go again? Keep up the good work.

Remember the planning steps as you fill out your calendar.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
FEBRUARY 2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	**MARCH** 1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	**Easter Vacation** 17	18	19	20	**End of Zone 6** 21	22

ZONE 6: February 3, 1975 to March 21, 1975

- Have five explorations completed
- Begin ninth and tenth competencies
- Attend mandatory weekly meetings
- Attend employer seminars
- Submit weekly journal
- Complete sixth and seventh projects
- Begin eighth and ninth projects
- Submit weekly time slips
- Meet regularly with Learning Manager
- Meet regularly with Employer Relations Specialist
- Regular program and job site attendance
- Consistent learning program and job site performance
- Staff to review student progress
- Sign in/out appropriately
- Report progress to parents
- Plan next zone activities
- Complete ninth and tenth competencies

EMPLOYER SITE ATTENDANCE	MON	TUE	WED	THU	FRI
FEB 3 - FEB 7					
FEB 10 - FEB 14					
FEB 17 - FEB 21					
FEB 24 - FEB 28					
MAR 3 - MAR 7					
MAR 10 - MAR 14					
MAR 17 - MAR 21	H	H	H	H	H

KEY

A-absent
H-holiday
EX-exploration level
PR-projects
SB-skill building
COMP-competencies
LC-learning center attendance
WM-weekly meetings
P-number possible
M-number missed
L-number late

LEARNING ACTIVITIES	EX	PR	COMP	LC		WM		JOURNAL			OTHER
				P	A	P	A	P	M	L	
FEB 3 - FEB 7											
FEB 10 - FEB 14											
FEB 17 - FEB 21											
FEB 24 - FEB 28											
MAR 3 - MAR 7											
MAR 10 - MAR 14											
ZONE TOTAL											
TOTAL TO DATE											

STRATEGY

Don't let up now! You are on the last leg of completing your success in the $(CE)_2$ program.

Keep up the good work. Remember the planning steps.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MARCH 23	24	25	26	27	28	29
30	31	APRIL 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	MAY 1	2	3
4	5	6	7	8	End of Zone 7 9	10

ZONE 7: March 24, 1975 to May 9, 1975

Progress check

Begin eleventh and twelfth competencies

Attend mandatory weekly meetings

Attend employer seminars

Submit weekly journal

Complete eighth and ninth projects

Begin tenth project

Submit weekly time slips

Consistent learning program and job site performance

Regular program and job site attendance

Meet regularly with Learning Manager

Meet regularly with Employer Relations Specialist

Sign in/out appropriately

Report progess to parents

Plan next zone activities

Complete eleventh and twelfth competencies

EMPLOYER SITE ATTENDANCE	MON	TUE	WED	THU	FRI
MAR 24 - MAR 28					
MAR 31 - APR 4					
APR 7 - APR 11					
APR 14 - APR 18					
APR 21 - APR 25					
APR 28 - MAY 2					
MAY 5 - MAY 9					

KEY

A-absent
H-holiday
EX-exploration level
PR-projects
SB-skill building
COMP-competencies
LC-learning center attendance
WM-weekly meetings
P-number possible
M-number missed
L-number late

LEARNING ACTIVITIES	EX	PR	COMP	LC		WM		JOURNAL			OTHER
				P	A	P	A	P	M	L	
MAR 24 - MAR 28											
MAR 31 - APR 4											
APR 7 - APR 11											
APR 14 - APR 18											
APR 21 - APR 25											
APR 28 - MAY 2											
MAY 5 - MAY 9											
ZONE TOTAL											
TOTAL TO DATE											

STRATEGY

Hang in there, baby! You have four weeks to go.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MAY 11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	Memorial Day Holiday 26	27	28	29	Memorial Day 30	31
JUNE 1	2	3	4	5	End of Zone 8 6	7

ZONE 8: May 12, 1975 to June 6, 1975

Begin thirteenth competency

Attend mandatory weekly meetings

Attend employer seminars

Submit weekly journal

Complete tenth project by May 23, 1975

Complete program requirements

Submit weekly time slips

Consistent learning program and job site performance

Regular program and job site attendance

Meet regularly with Learning Manager

Meet regularly with Employer Relations Specialist

Sign in/out appropriately

Report progress to parents

Complete thirteenth competency

Graduation

EMPLOYER SITE ATTENDANCE	MON	TUE	WED	THU	FRI
MAY 12 - MAY 16					
MAY 19 - MAY 23					
MAY 26 - MAY 30	H				
JUN 2 - JUN 6					

KEY

A-absent
H-holiday
EX-exploration level
PR-projects
SB-skill building
COMP-competencies
LC-learning center attendance
WM-weekly meetings
P-number possible
M-number missed
L-number late

LEARNING ACTIVITIES	EX	PR	COMP	LC		WM		JOURNAL			OTHER
				P	A	P	A	P	M	L	
MAY 12 - MAY 16											
MAY 19 - MAY 23											
MAY 26 - MAY 30											
JUN 2 - JUN 6											
ZONE TOTAL											
TOTAL TO DATE											

The moment has arrived. You have successfully completed the program requirements.

Now you put into practice all the skills and information you have learned this year in $(CE)_2$. Where do you go from here?

STUDENT ACCOUNTABILITY SYSTEM

At $(CE)_2$, emphasis is placed on providing opportunities for the student to make effective decisions, resolve everyday problems and manage self. These opportunities are intended to provide an educational program relevant to the needs of each individual student. However, many other people are partners in this endeavor and their needs must also be met.

Through the Accountability System, students are made aware of and held accountable for their responsibilities to the program and to their individual growth. Sometimes, student behaviors may interfere with the accomplishment of learning. In such instances, the Student Accountability System is implemented to solve the problem.

The following is a breakdown of the Student Accountability System:

What Is Expected

- Obeying the law while in program
- Appropriate conduct while representing $(CE)_2$
- High level of cooperation with employers/staff/students
- Being educationally productive
- Establishing zone planning strategies and goals
- Initiating/completing/submitting projects
- Selecting explorations/learning level
- Establishing competency target dates
- Maintaining employer site
- Turning in completed exploration packages
- Turning in time slips on time
- Signing in/out appropriately
- Keeping appointments
- Following transportation agreements
- Showing care for facility and equipment
- Submitting journals
- Establishing reasonable lunch hours
- Negotiating daily reporting and ending times
- Negotiating vacation time

Who Gets Involved

Parent

Employer Instructor

Employer Relations Specialist

Learning Resource Specialist

Learning Manager

Student Coordinator

Project Director

What Happens

When there is evidence that a student is doing less than satisfactorily in any of these areas, a conference will take place with the student to clarify concerns. It is during this meeting that appropriate natural consequences must be put in writing.

If improvement has not occurred after an established period of time, a conference with parents/staff/students will be held to reach new agreements.

Failure to fulfill penalties and to improve in meeting responsibilities calls for an immediate conference involving student/staff/parent and Project Director.

Types of penalties:

- Make up work
- Loss of lounge privilege
- Monitoring system
- Contracts
- Repay inconvenience time
- Loss of time credit
- Loss of project credit
- Loss of exploration credit
- Loss of employer site
- Probationary period
- Suspension
- Dismissal from program

TRANSPORTATION SYSTEM

The following procedures are in effect for the conduct of the transportation system for $(CE)_2$.

Service

The $(CE)_2$ transportation service is intended to support the student transportation needs to and from employer and community sites. This service demands efficiency and group potential, and is not intended to be an individual taxi service.

Transportation to and from the home may be provided by:

a. student bicycle
b. riding the Tigard School District bus system to the high school for pickup by the $(CE)_2$ van. The van will return students to the high school at 3:00 p.m. daily; a school bus can be used for transportation home. Later in the day the van will return to the high school where students may catch a Tigard High School activity bus.
c. riding with a friend
d. private automobile

Transportation to and from employer and community sites may be provided by:

a. student bicycle
b. Tri-Met bus
c. $(CE)_2$ van
d. private automobile
e. riding with a friend

The mode of transportation must be approved by the student's parents. At no time is hitch-hiking allowed while a student is participating in the $(CE)_2$ program.

Student bicycle

You may use your bicycle to commute between the Learning Center, your home and employer sites. Much faster than walking, it is an enjoyable, healthful, nonpolluting way to get around. You may want to use your bicycle riding to complete the Physical Health Competency.

Tri-Met Bus

$(CE)_2$ will purchase and provide for each student a Tri-Met student pass. Tri-Met student tickets will be available for those who wish to use the bus system. Tickets may be obtained from the receptionist.

(CE)$_2$ Van

Scheduling: You are required to schedule transportation needs one day in advance. Monday transportation must be scheduled before the end of the day Friday. Transportation requests, except in dire emergency, will not be accepted by telephone. In some cases, because of scheduling, you will have to wait for the van's arrival at employer sites. Study, reading, Project and other (CE)$_2$ work can and should be done during this waiting period.

Student Responsibility: Students are to submit to the authority and direction of the van driver while using the transportation service. Students are to be considerate of the driver and other passengers in the van and exhibit acceptable conduct in the public view. Gestures and disrespect to other motorists or pedestrians are unacceptable. The problem of smoking in the van will be determined by student decision and will be enforced accordingly. All passengers are responsible to help maintain the cleanliness and good condition of the vehicle.

Private Auto

It is possible on prior approval of the LM and ERS to drive your private auto and to be reimbursed for mileage to and from employer sites. Students will be reimbursed for driving to employer sites on the recommendation of their Employer Relations Specialist. No reimbursement will be made when it is obvious that other forms of transportation could have been used (Tri-Met, (CE)$_2$ van, or carpooling with another student). When it is deemed necessary for a student to drive his or her own car, the reimbursement rate will be 8¢ per mile. If the student transports two or more other students, the reimbursement rate will be 13¢ per mile. Students will not be reimbursed for mileage from home to the Learning Center and return.

INFORMATION

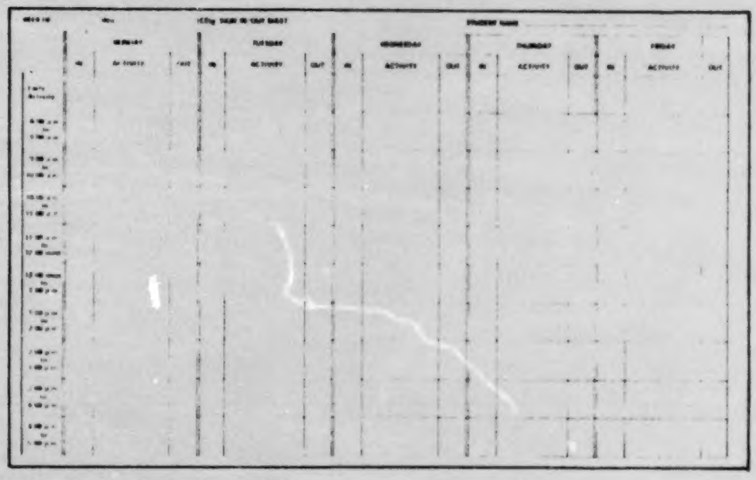
FORM FESTIVAL

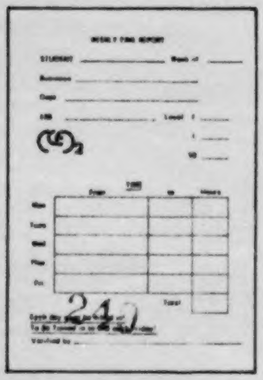
As you plan your learning program, you will find that it will be necessary to fill out various forms. These forms help to tell us where you are, what you are doing and what you need.

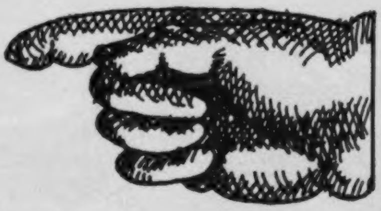
It is your responsibility to fill these forms out correctly and turn them in on time. Nobody else will do it for you. Copies of the forms and the necessary steps to fill them out correctly have been included in this section for you. Read each one carefully.

Use this information in your handbook when you have to fill out a particular form and can't remember how to do it. These forms are an important part of your program. Remember to use them and use them correctly.

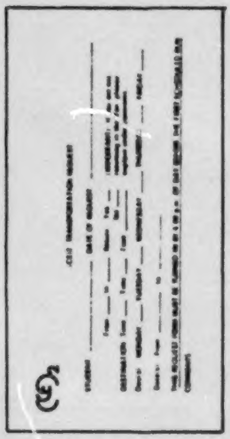
What it is	Where	Who
Sign In/Out Sheet This must be filled out every day. The Student Accountability System will be used when you do not properly use this form.	Located in Learning Resource Center	Staff will check the sign in and out book every day
Weekly Time Slip This form tells us where you have spent your time during the week. The time slip must be verified by your Employer Instructor and turned in by Friday afternoon. See your ERS if you need to make other arrangements.	Located by Phyl's desk	ERS

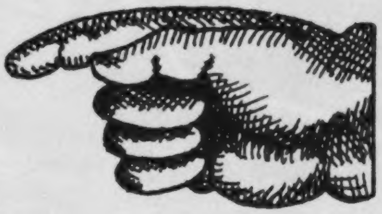




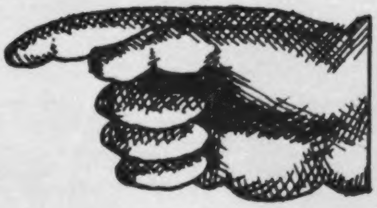


What it is	Where	Who
Student Transportation Request Form		
When you plan to use the (CE)$_2$ van, you must fill out a transportation request form. It is important that you plan your schedule out far enough in advance so the Transportation Coordinator has a chance to fit you in the schedule. The request must be made a day in advance and all requests for the following week must be in by Friday afternoon. REMEMBER: no request form--no ride in the van.	Located by the sign in/out book	Transportation Coordinator



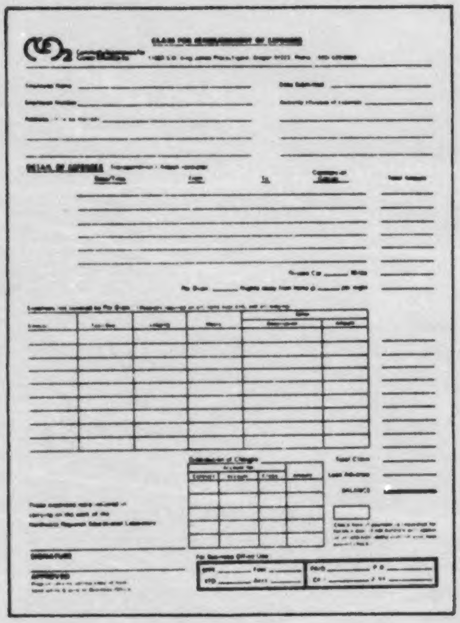


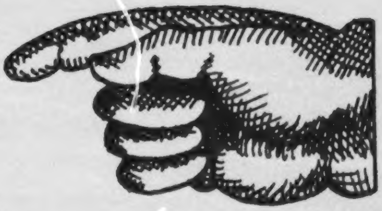
Student Transportation Reimbursement Request Form		
Use this form to collect gas money when you use your car to go out on explorations or other program purposes. Make sure you check with your ERS and LM before using your car. Read the Transportation Statement in the Handbook so you are aware of how much you may collect and why.	Located by Phyl's desk	Staff Turn in to Phyl



Claim for Reimbursement

What it is	Where	Who
Sometimes you will need books or special materials when you are working on projects or other learning activities. $(CE)_2$ will help get these for you. Make sure you let your LM or ERS know.	You will need to ask Jewel for this form	Staff member needs to sign this





Commonly Asked Questions

How Are Students Represented on the Board of Directors?	The students will elect a returning student to act as a representative at the beginning of the school year. This student will represent their views to the Board and will also share Board actions with other $(CE)_2$ students. At mid-year, a second election will be held so a new student may be elected to serve on the Board.
Do I Receive Grades?	No. You will be evaluated according to the progress you make in carrying out your learning plan and you will be continually meeting with staff and employers to evaluate growth. Parent conferences as well as many progress reports will be used to inform your parents about your learning progress in the program.
What Are Program Hours?	The Learning Center is open from 8:30 a.m. to 5:00 p.m. Remember that you must be available to the program for appointments and learning for at least six hours a day (2½-3 hours of this is spent on employer sites).
Do I Get Paid While on My Employer Site?	Jobs with employers where students are currently placed or have had a Learning Level placement must be performed before 8:30 a.m. or after 5:00 p.m. weekdays, or on weekends and vacations. In no case are work-for-pay hours on $(CE)_2$ employer sites to coincide with program hours. Students may hold part time jobs during the day as long as the hourly requirements of the $(CE)_2$ program are met. Such employment may be by employers participating in the $(CE)_2$ program.

Will $(CE)_2$ Prepare Me for College?	Preparation for college as well as a career depends on your seriousness, but there is every reason to believe that $(CE)_2$ can be an important experience in the process of preparing for college. $(CE)_2$ will make available to you all of the expected services as well as necessary records for college application.
How Do I Know if $(CE)_2$ is Closed Down Because of Bad Weather Or Something Else?	Emergency school closure generally corresponds to Tigard School District Policy. Announcements of Tigard School closure will be on the following radio stations: KUIK, KISN, KGW, KEX, KOIN, KWJJ.
May I Attend Some Tigard High School or College Classes and Still Be in $(CE)_2$?	Yes. Check with your LM if you decide you would like to include these classes in your learning program.
May I Eat Lunch at Tigard High School?	Yes. But remember that any time you are at Tigard High School you must follow all Tigard High School rules.
May I Smoke While in $(CE)_2$?	Smoking is strongly discouraged. However, it is permitted in the lounge of the Learning Center.
May I Participate in Extracurricular Activities at Tigard High School?	Yes. Check with your LM if you need assistance.

GLOSSARY

activity file--a file, by topic and life skill area, of potential activities for projects designed as an idea bank to help you in project writing and negotiation

Applied Basic Skills--the Reading, Communication and Math Skills used in the performance of tasks, the solution of problems and the learning of concepts

assessment--a measure of growth

Basic Skills--Reading, Communication and Math Skills used to perform tasks, solve problems and learn new ideas

budgeting time--planning your daily schedule so that there is enough time to do all that needs to be done

Career Development--the component of the $(CE)_2$ program dealing with aspects of the world of work

certification--when a community resource person or $(CE)_2$ staff member declares that the student has successfully completed part of a Competency

$(CE)_2$--Community Experiences for Career Education, pronounced "cee eee two"

CIS--Career Information System--an activity which helps you determine career interest by using the computer terminal

CMI--Career Maturity Inventory--a test which assesses people's feelings, attitudes and information about different careers

Community Resource File--a listing of places and people in the community who can help you with your Learning Plan

Competencies--survival skills which employers and other adults in the Tigard community feel a person must have in order to get along in society. Completion of each part of a Competency is certified by a community member. Seven Competencies must be completed during the first program year and the remaining six during the second year of involvement. You need to get a copy of "The Competencies" which defines each individual Competency.

correspondent--a member of the $(CE)_2$ staff who regularly reads and responds in writing to your journal

criteria--the standards by which we judge or measure something

CTBS--Comprehensive Test of Basic Skills--tests student ability in Reading, Language, Math and Study Skills

curriculum--the things that you learn and the way that you learn them

EBCE--Employer-Based Career Education--an idea for education which suggests that people learn best by participating in a variety of experiences in a community. $(CE)_2$ is an experiment to test this idea.

employability--having skills that can get you a job

employer--one who offers his organization to help students learn

Journal--an informal, written record of personal experiences and feelings, activities and ideas that you wish to share with your correspondent. Journals are turned in once a week and are confidential.

Learning Plan--the proposed activities and events which you negotiate with the LM. The plan includes learning in Life Skills, Basic Skills and Career Development.

Life Skills--a curriculum component which includes the following content areas: (1) Critical Thinking, (2) Functional Citizenship, (3) Personal-Social Development, (4) Science, (5) Creative Development Skills and (6) Competencies. $(CE)_2$ students develop learning programs from these content areas. The plans are nearly always called Projects and take place on employer sites.

LL--lounge lizard--students who spend so much time in the lounge that they turn green and grow scales

LRS--Learning Resource Specialist--a staff member who secures learning materials

LSAF--Learning Site Analysis Form--a form used to find out what an Employer Instructor does on the job and the Basic Skills the job requires. The information is used to develop the Learning Program.

LTB--lunch time break

MAL--Media-Assisted Learning--use of instructional programs for learning. Examples include use of the computer terminal at the Learning Center for career exploration activity and subject matter instruction, and video and audio tape equipment for specialized activities.

Master Student Record Book--where students' records are filed

MCS--Motivation for Career Success--a program using tape cassettes, workbooks and group discussion to help you make decisions and choices

negotiate--work out an agreement or bargain with someone by meetings or compromises

NWREL--Northwest Regional Educational Laboratory--an organization located in Portland which does research and development in the field of education. NWREL is responsible for the development and publication of the results of what is learned about career education at $(CE)_2$.

OBE--Oregon Board of Education--the State Board responsible for secondary education in Oregon which has designated $(CE)_2$ as a pilot and experimental program in career education

OEK--Occupational Exploration Kit--an activity which helps you match interests with career choices: a good thing to use when making exploration site choices

Pre-Prepared Projects--the pre-prepared projects are the first projects you will do in each of the Life Skills. They will introduce you to the Life Skills while allowing you to select the employer and/or community sites and negotiate the products and criteria.

product--the materials which result from the Projects

program year action zone--a specific segment of the program year designed as an aid to the scheduling and completion of your learning activities. Program year action zones also provide a regular checkpoint for evaluating your progress in the $(CE)_2$ program.

Skill Development Sheet--a form which you will fill out with your Employer Instructor and Employer Relations Specialist. It is used to identify and evaluate job-related skills that you will need to learn.

APPENDIX B

$(CE)_2$ Student Orientation Week 1973-74

This appendix describes $(CE)_2$ orientation week activities for the 1973-74 program year. Activities for 1974-75 are covered in Appendix C. A more general description of student orientation at $(CE)_2$ is included in "Program Entry/Exit," pages 27-34.

STUDENT ORIENTATION 1973-74

Opening Session

Orientation Workshops

- Employer/Community Sites
- Learning Plan
- Support Systems
- Journals and Budgeting Time

OPENING SESSION

For the first phase of orientation, all $(CE)_2$ students--new juniors, new seniors and returning seniors--gathered with program staff in the large open area of the learning center. As they seated themselves in chairs arranged in a loose semicircle facing the staff--who were standing or sitting informally--students chatted among themselves and renewed acquaintances from their former high school. To continue this interaction into the session and to touch on themes of careers, the program administrator explained a "greeting game" for students and staff: each student was to circulate among the group and ask questions of others to identify the occupation depicted in the picture taped on his or her back. By the time students had guessed that they were astronauts or construction engineers, they had moved about and chatted with most of the staff and other students.

After reassembling the group and welcoming them to their "new" program, the program administrator explained simply that their roles would unfold as they interacted with other students through orientation. The program administrator and members of the staff then handed out to each student--who stepped forward to meet them as his or her name was called--a three-ring binder as the first aid in organizing the materials each student acquires gradually during orientation. The program administrator explained that as students added various pieces to their binders they would be collecting their own record of orientation that they could use to reorient themselves periodically as they needed it. Their binders would, at the end of orientation, contain a complete description of the program, to which they could refer as often as they needed thereafter, and to which they could add things they wanted to save.

Before initiating the activities that would familiarize students with what and how they would be learning, the program administrator explained briefly that $(CE)_2$ is an experimental program. It was designed to test whether this kind of an alternative to high school is useful, whether it will provide students with an education they can use. He pointed out that as the students learn, they also will be helping those conducting the experiment learn more about how the program actually works and how it could be improved.

There are certain requirements necessary to the integrity of any program, especially an experimental program of this kind. One of these is the notion of student accountability to themselves and to others. $(CE)_2$ students move back and forth into the community, functioning as adults as they work alongside adults, and are responsible for themselves, for their behavior and for their learning. The various types of responsibilities--some of which are negotiable depending on the individual and some of which are absolutely necessary for everyone--are explained in the Student Handbook included in each student's binder (see Appendix A).

One of the students' first practical responsibilities is to arrange for transportation to learning sites. After parents approve the types of transportation each student may use, weekly transportation needs are scheduled in writing with the van driver.

The program administrator went on to describe how the students would progress through orientation activities during the next three days. To acquaint them with the several "parts" of the program, the students would be divided into four smaller groups, each of which would work with staff members in workshops. Then the groups would rotate so that each student would eventually attend all four workshops: Learning Plan, Employer/Community Sites, Support Systems, Journals and Budgeting Time.

ORIENTATION WORKSHOPS

Employer/Community Sites

One of the two employer relations specialists conducting the workshop began by explaining that the "employer instructor" is the central figure in $(CE)_2$. Employer instructors are crucial to the EBCE belief that students can learn things of interest to them while "working" with adults doing many different things in the community. Students are responsible to the employer instructor onsite in the same way they would be responsible if they had a paying job at that place of business. Everything students do there, from the way they dress to the way they wear their hair, is within the employer instructor's realm of jurisdiction. Students are expected to abide by the rules set for employees at the site. If a student feels unable to adapt to rules at one site, he or she can change sites.

Students were given a handout on the employer instructor's role in student learning, which outlined the employer instructor's responsibilities during student placements at employer/community sites. The students were encouraged to become familiar with this handout so they could critique the employer instructor's performance at the appropriate time.

The ERS explained to the group that the chronology of what they would discuss during the workshop matched as closely as possible the sequence of experiences students would have as they explored the career environment.

Students first looked over the Exploration Package they would use to gather information about the three- to five-day career explorations they would make in the first few weeks of the program year. Each student visits at least five different employer sites on introductory explorations to get a general idea of what those occupations are like. The Exploration Package helps students learn how to investigate the sites and how to conduct interviews, take photographs and record impressions.

After completing several career explorations, each student chooses one site to visit for a longer learning level. When a learning level is requested, the ERS meets with the appropriate persons at the site and conducts a learning site anlysis of activities performed there. On the basis of this analysis, the learning manager writes learning objectives applicable to that site and a specific project of things to be learned by the student at that site. The ERS reminded the group that they would find out more about projects in the learning plan workshop they would be attending later.

At the end of a learning level, the student evaluates the site and employer instructor by completing the Student Evaluation of Learning Site form. Completing this form and having a final interview with the employer instructor to discuss his or her evaluation of the student's performance--entered on the Student Performance Review form--helps the student critique site experiences and learn by evaluating them. It also helps the ERS identify possible ways the site could be improved before the next student visits it.

The ERS passed around a list of employers participating in the program to give students some ideas of businesses they might like to visit for their first few career explorations. Those employers were already prepared to receive students. Some had students at their sites the previous year, but for some this group of students would be the first. Students were encouraged to let the ERS know if they were interested in a type of business not on this list so that an appropriate new site could be recruited.

As the program administrator mentioned in the discussion regarding student accountability, students are responsible for certain things as they visit employer sites. The Student Handbook lists those responsibilities, including keeping appointments with employer instructors. The ERS read through those responsiblities with the students to illustrate how they all fit together. The Weekly Time Report, which students complete each week and employer instructors sign, is similar to the time card students might have to punch or turn in if they were employees. Time spent on employer sites is recorded as if students were working and getting paid, only in this case they "work" for $(CE)_2$ and receive program credit. The time report is a way of making students accountable to the program; it is similar to the ways adults/employees are held accountable on their jobs.

Before the seminar adjourned, the ERS described the procedure for the visits to employer sites all students would make during the latter part of orientation.

Learning Plan

Two learning managers leading the workshop began by asking students, "What is cooperation?" After a few minutes of discussion and several suggestions from students, the consensus seemed to be "working together to get things done." To illustrate how individuals can work together to get things done, the LMs and students played a game requiring nonverbal trading of pieces of a puzzle until each player had a complete set that he or she could assemble. When each student had completed the puzzle, the LMs drew a parallel between what they had just done and a basic principle of the $(CE)_2$ program: everyone's cooperation is necessary in getting "the job"--learning--done. Unlike this little game, however, in $(CE)_2$ students can and should talk to other people, ask questions and request help at any time. "We want you to let us know what you need so we can work together to get things done."

To show students how they can learn about things that interest them while doing work for program credit, one of the LMs tacked up a sheet of butcher paper on which to make a list of topics students would like to investigate. He asked the group, "If you could study anything--any occupation, any interest or hobby--what would you choose?" As students made suggestions, the learning manager wrote them on the list, occasionally adding suggestions of his own. Then he put up another sheet with "Life Skills" written at the top and illustrated how each suggestion could become the topic for a project written in a Life Skills area. He explained that Life Skills are one of the three major components of the curriculum and that students would be required to do two projects in each of the Life Skills areas.

The other learning manager then took over to introduce the second curriculum component, Basic Skills. She explained that these skills are mathematics, reading and communication. The concepts are much broader than the textbook mathematics and the kinds of reading students might think of. Mathematics includes any type of mathematics at all, from learning to put decimals in the right place to doing algebra. $(CE)_2$'s interpretation of reading as a skill is also much broader. It includes any type of reading used to learn to do a job or pursue a personal interest. Communication is any way ideas are transferred to other people. Students were told they would all have Basic Skills programs geared to what they already knew and what they wanted to learn. "You might not be studying the same things as your friend, but you will both be studying things you're interested in and want to know. So again, we depend on you to let us know what you need and what you feel you would like to learn."

Students discovered that they would learn the basic components of the curriculum--Basic Skills, Life Skills and Career Development (to be discussed in another workshop)--by doing projects. Students found that, because EBCE is individualized, they would not all be told as a group to start something and do it a certain way. Much of the responsibility for getting things going rests with the individual.

In answer to a question, the LMs reassured the group that they cannot "flunk" a project. If the project is not complete enough to satisfy the student's learning manager, the student can work on it further to make it acceptable to both the student and the LM. Some aspects of the project can be renegotiated if they prove too time consuming or if the student's interests change. Each student works on more than one project at a time, so there is never time to get bored.

To let the students get some ideas of topics for their first project, the LMs took some time to let each student complete a project scoping sheet. Both LMs circulated among the students, helping them get their ideas down on paper. Before leaving this workshop, each student was asked to sign up for a conference the following week with one of the LMs to begin work on a first project.

Support Systems

This workshop was conducted by the learning resource specialist and the student coordinator. Rather than working in one large group, pairs of students visited "stations" dealing with specific topics. At each station, activities were designed to present material staff considered important to start students efficiently on their learning programs.

1. Competencies: At this station, students viewed an amusing videotape in which most staff members had bit parts. The tape illustrated that the competencies incorporated a volume of material and might seem confusing at first, but that they were actually just survival skills that students would need to get along in the world as adults and citizens.

2. Resource Materials: Three stations instructed students on using materials available to them at the learning center. Students physically "walked through" check-out requirements and proper use of cameras, tape recorders and written materials, doing for this trial run exactly what they would do "for real" later.

3. Guidance: An overhead projector presentation was designed so that students could view it without assistance, in private. Using a fable about a physical education program in which several animals excelled, failed or were frustrated according to their ability to achieve the standardized goals of the program, the point was made that $(CE)_2$ is individualized to let individual participants excel and still be themselves. Students indicated ways in which they knew themselves and left those indications for the student coordinator to bring to their first interview.

4. Evaluation: At this station, students met with the student coordinator and read through several handouts regarding communication, facing the future and learning to learn. These materials helped the SC show students that each individual could grow in the program, could influence what happened to him or her now and in the future, and could learn how to keep progressing long after leaving $(CE)_2$.

Journals and Budgeting Time

To begin the discussion on journals, a staff member explained that schedule sheets in the students' binders would be kept for each day of the school year, five days a week. Each student lists where he or she is at all times during the day, both in the community and at the learning center. This information is used not only to "keep track" of student activities so students can write about them later, but also to provide program staff with data regarding time spent on employer sites as opposed to the learning center.

On the reverse side of the daily schedule pages is space for the student to write about experiences. This is to be done three days each week and is not intended to be a repeat of what was written on the daily schedule sheets, simply put into sentence form. Rather, as per the instructions in the journal handout, students should write about their reactions to what is happening to them: "Write how you feel about your experiences and employer sites, your relationships with staff members, people in the community and other students. This is a communication between you and the learning manager. It is not intended to be a confessional, but is intended to let you talk frankly with the LM about anything you choose."

The LM is not interested in correcting spelling or checking punctuation, but rather in helping students observe and think about what is going on around them, so they can learn from their experiences. The LM writes comments on the journal pages handed in each week and then puts them in the student's mailbox within two or three days.

In answer to a student question regarding what types of things they might talk about in the journal, a staff member read through with them the relevant pages of the journal guide, explaining that these were ideas and suggestions only, but that they illustrated ways to get students to think about themselves and what they are doing.

The program administrator then introduced the important topic of budgeting time. At $(CE)_2$ students function more like members of the business world than like students in a high school. They are expected to be responsible for their own time, to make good use of it and to account to others for it.

To make good use of their time, they may need to learn to "budget" it. The first step in budgeting/appropriating time is learning to set priorities. Distributing a handout on an imaginary worker, the program administrator asked students to decide what the worker should do to solve conflicting demands on his time. Student suggestions were written on a large noteboard. Then each student was asked what he or she was really doing by taking that course of action. Was the student not indicating what was most important to him or her (work, money, security and so forth)? That type of decision must be made to determine the most efficient and satisfactory way to handle a crisis situation like the worker's: "You have to decide what things are important to you and then set priorities in terms of time." These decisions should not be made in terms of what can be put off as long as possible, hoping to get out of it altogether, but rather in terms of what can be done just as effectively tomorrow as today.

Students need to realize that they have more flexibility in renegotiating time and commitments with staff members than they do with people outside the program. Commitments and appointments made with employer instructors and others should be honored if at all possible.

Students are responsible to employer instructors and staff members and should be considerate of their time. If an appointment can't be met, let the person know as far in advance as possible. If there are conflicting demands on the student's time, obligations to the employer instructor should be met first, other outside agencies second and staff members last.

The program administrator then outlined requirements for program completion and posed several questions to students: Which of the requirements are chronological tasks among which an order of priority is either necessary or implied? Which are concurrent tasks? After determining which tasks depend on others, thereby necessitating that some be done before others, and which could be going on at the same time, students were instructed to try to decide how long it might take to do each.

Students were encouraged to set up a time schedule--for example, a timeline calendar--to show how they would schedule all the requirements to finish on time. The program administrator added, "You can't start them all at the same time and finish them all at the same time, so arrange your timeline calendar accordingly, and allow yourself some 'buffer' time, preferably at the end, to accommodate unexpected delays or problems that may throw you slightly off schedule. Use the monthly calendar pages to plan your time and schedule projects, competencies and so forth on a weekly basis and on a long-term basis."

APPENDIX C

$(CE)_2$ Student Orientation Week 1974-75

This appendix describes $(CE)_2$ student orientation activities for program year 1974-75. Activities during the 1973-74 orientation week are detailed in Appendix B. "Program Entry/Exit," pages 27-34, offers a more general description of student orientation at $(CE)_2$.

STUDENT ORIENTATION 1974-75

New Program Features

- Student Accountability System
- Critical Thinking Project
- Explorations at Employer/Community Sites
- Summary

General Sessions

- Overview of EBCE
- Group Cooperation Game
- Student Handbook
- Budgeting Time
- Student Accountability System

Orientation Workshops

- Learning Plan
- Student Journals
- Competencies and Resources
- Explorations and Site Utilization

Employer/Community Site Visits

NEW PROGRAM FEATURES

A number of program changes had been made by the time planning was begun for 1974-75 orientation activities. Staff had learned through experience which parts of the program would be most confusing to entering students. In addition, materials had been developed (most notably the Student Handbook) that could be used to support orientation information and to give students an organized overview of the program.

Student Accountability System

One outstanding problem pointed up the previous program year was students' inability to schedule time effectively to complete program requirements before deadlines. To meet this problem, staff had refined a student accountability system designed to help students plan their schedules, keep track of assignments and appointments and meet deadlines. However, the system of zones and the large quantity of assignments and requirements were not easy for students to assimilate. Consequently, one session was earmarked for an explanation of the student accountability system.

Critical Thinking Project

To back up the program's emphasis on building students' critical thinking skills, staff planners decided to introduce students to their first project as soon as possible. This project, the predesigned project on critical thinking, was designed to mesh with the new things students would be learning about the program during orientation. In fact, the learning manager's rationale for the project was to enable students "to understand the process of critical analysis by becoming familiar with the content of the program." Activities asked students to

1. thoroughly familiarize themselves with the internal workings of the program, including its staff, its resources and its relationship to the community and to other institutions

2. understand more about the research process by becoming familiar with existing research on the program

3. do some research by surveying selected community contacts to measure their familiarity with the program

4. write their own learning project considering information about program content and project structure gained during orientation

The first critical thinking project, then, gave students an opportunity to use immediately the information they were gleaning from workshops and other activities during orientation week.

Explorations at Employer/Community Sites

Another addition to the orientation program was a decision to schedule all students for their first visits to employer/community sites. This required a great deal of planning. During the summer, students were asked to indicate three choices among sites available for an early visitation. The employer relations specialist then scheduled explorations toward the end of orientation week.

As a result, orientation week planners decided to divide the students into four groups (fifteen students each) and part-way through orientation start some of those groups through an early workshop about the career exploration experience. In this way, students would finish that workshop before beginning their explorations of individual employer/community sites.

Summary

The 1974-75 orientation week program attempted to reflect developmental planning accomplished the previous year, to organize the program better and to capitalize on the experiences of the staff in anticipating student concerns and information needs.

Orientation activities were planned to:

1. give students an overview of the program, its rewards and requirements
2. provide a critical thinking/learning-how-to-learn project that all students would begin immediately
3. allow students to find out what community-based learning means by sending them out immediately to their first employer/community sites

The display on the following page shows the schedule established for the 1974-75 orientation week.

ORIENTATION SCHEDULE 1974-75

Day One	8:00 - 9:15	Student/staff photographs
	9:15 - 10:00	Greetings/introductions; Occupation activity
	10:00 - 10:10	Break
	10:10 - 10:50	Program overview: Staff role play
	10:50 - 11:30	Group cooperation activity
	11:30 - 12:30	Lunch
	12:30 - 1:00	Distribution and explanation of Student Handbook, binders
	1:00 - 1:15	Transportation: Introduction of van driver, distribution of transportation forms
	1:15 - 1:45	Form festival: Explanation of forms and procedures
	1:45 - 2:30	Computer questionnaire: Some students use computer
Day Two	8:30 - 9:00	Distribution of Student ID Cards; Discussion of electing a student representative the following week; Distribution of schedule for the week; Explanation of rotating groups
	9:00 - 9:10	Questions/answers
	9:10 - 9:30	Time budget activity
	9:30 - 10:15	Goal setting activities and practice
	10:30 - 11:30	Zones/accountability system
	12:30 - 1:30	Group A: exploration workshop
		Group B: learning plan workshop
		Group C: competency workshop
		Group D: journal workshop
	1:30 - 2:30	Group A: competency workshop
		Group B: journal workshop
		Group C: exploration workshop
		Group D: learning plan workshop
Day Three	Groups A and C explore employer/community sites from 8:30 - 11:30. Groups B and D explore employer/community sites from 12:30 - 2:30.	
	8:30 - 9:30	Group B: exploration workshop
		Group D: competency workshop
	9:30 - 10:30	Group B: competency workshop
		Group D: exploration workshop
	10:30 - 11:30	Group B: computer terminal
		Group D: computer terminal
	11:30 - 12:30	Lunch
	12:30 - 1:30	Group A: learning plan workshop
		Group C: journal workshop
	1:30 - 2:30	Group A: journal workshop
		Group C: learning plan workshop
Day Four	Groups A and C explore employer/community sites from 8:30 - 11:30. Groups B and D explore employer/community sites from 12:30 - 2:30.	
	8:30 - 10:00	Group B: computer terminal
		Group D: study group
	10:00 - 11:30	Group B: study group
		Group D: computer terminal
	11:30 - 12:30	Lunch
	12:30 - 1:30	Group A: computer terminal
		Group C: study group
	1:30 - 2:30	Group A: study group
		Group C: computer terminal

General Sessions

Orientation planners set aside the first day-and-a-half to present students with an overview of the EBCE program. Staff and students arrived at the learning center early the first day of orientation week for a picture taking session. Photographs are used on Student ID Cards, and group pictures are used in program publications and for displays in the center.

Overview of EBCE

The group assembled for greetings and introductions. The program administrator first introduced the staff. Then, to give staff and students the chance to get to know each other better, the entire group played an "occupation game." Pictures depicting people at work were pinned to students' backs, and students tried to guess their own occupations through questioning others. A lively exchange resulted among participants until most of the occupations were guessed.

Students then watched a role-playing activity presented by the staff to give an overview of the program. The presentation had been rehearsed to show how a student gets help from all staff members while moving through the activities required in an individual learning plan. Staff members and a student sat in a semicircle in the front of the room. As the student asked questions of a particular staff member, the person addressed explained his or her role in the program and how he or she helps students operate more effectively.

Group Cooperation Game

One of the most popular orientation activities was "Solve the Murder." Students were divided into two groups and moved to separate areas in the learning center. Each group was asked to solve a murder. Individual clues were distributed to each student in the group. A time limit was given. Through group interaction, the students were to figure out the murder weapon, time, place, motive and suspect. Staff members gave no further help, but watched the process.

At the end of the allotted time period, the student coordinator summed up what had happened. She pointed out that both groups needed to get organized early in the activity--possibly by appointing a spokesperson to organize the clues. Most important, every person in each group had to contribute to the discussion by at least reading his or her clue. Otherwise it was impossible to discover all the elements of the murder mystery. The many ways that people can interact in groups (leading, asking questions or remaining silent) were also discussed. The group concluded that everyone has a contribution to make in a group, and ways should be found to make group discussion as profitable as possible.

Student Handbook

After lunch students received their copies of the Student Handbook, Student Guide to Journals and Competencies Workbook (see Appendix A for the Student Handbook, and Curriculum & Instruction, pages 435-452 and 359-407 respectively, for the Student Guide to Journals and the Competencies Workbook). The students then divided into four small groups, each headed by a staff member, to discuss the information contained in the Student Handbook. The group leader took time to answer student questions and to amplify points in the handbook that seemed to need further explanation.

The next session featured an explanation of the program's transportation system. The Tigard program provides a van to transport students from the learning center to employer/community sites and other appointments. Transportation permission forms were distributed, the van driver was introduced and other forms related to the transportation system were explained. Students were told that although the van was available, use of public transit was also encouraged.

Again students divided into four small groups to be introduced to a "Form Festival." Four stations were set up around the learning center, with staff present to explain to students the forms used in the program. Since students are away from the learning center much of the time, forms such as a Sign In/Out Sheet, Weekly Time Report and gas reimbursement slips are necessary. If they wished, students were able to fill out practice forms at the stations. At one station, students filled out the Career Information System questionnaire. They were told that they could begin to use the computer to find out more about occupations that interested them later in orientation week.

Budgeting Time

The first session the following morning included distribution of Student ID Cards and bus passes, a discussion about electing a student representative to the program's governing body and distribution and explanation of the week's schedule.

A time budget activity illustrated the importance of planning time efficiently in the EBCE program. The program administrator pointed out how the many activities and requirements of the program have to be organized by individual students. In considering the many resources available to the student--such as the staff, equipment and information at the learning center and in the community--the only resource that is irreplaceable is time. The program administrator suggested that students get a small notebook to keep track of their schedules and deadlines.

Student Accountability System

Building on information presented in the time budget activity, the following session concentrated on the student accountability system. First students were given a puzzle to put together. It became apparent that no matter how the puzzle was assembled, the result was the same because all pieces were similar. The group leader pointed out that although all students have individualized learning plans, all the pieces fit together in the same way; that is, all students must meet program requirements, such as completing a certain number of projects and competencies. Students then studied the section in the Student Handbook describing the student accountability system. Some student questions during this session included:

1. How do you set up appointments to talk to staff members?
2. What type of activities will we do at employer sites?
3. When do we start our first project?

Team leaders asked students to fill out a schedule for practice. Students wrote down target dates for activities outlined in their first project (the critical thinking project) and for meetings and other appointments that they would know about in advance. Students then figured out a timeline to illustrate how they would work on program activities to meet upcoming deadlines. Returning students were encouraged to help new students with this activity.

After a break, the rest of the morning was devoted to another aspect of accountability--practice at setting goals. Students were introduced to the concept of a force-field analysis, which asks the individual to list forces that could be for and against accomplishing a specific task, then to assign a level of importance to each item. Students were encouraged to use this technique to study the forces, pro and con, for the situations and problems they would face in meeting program requirements.

ORIENTATION WORKSHOPS

Learning Plan

Learning managers organized this workshop to explain learning plans, especially projects, to the students. Since most learning activities in the program are accomplished through projects, the requirements for projects (ten per year; two in each of the Life Skills areas) were explained, as well as the differences between predesigned and individualized projects.

The predesigned project in the critical thinking Life Skills area was used to walk students through a project step-by-step. Each of the activities (most of which were related to the orientation information students were collecting) was discussed. After an activity was discussed, students were asked to write down their estimate of how long each thought the activity would take to accomplish. At the end of the workshop, these time estimates were added up as an indication of how long students thought it would take them to finish their first project. Students were encouraged to make an appointment with their LM as soon as possible to discuss individually their plans for critical thinking activities and for subsequent projects.

Student Journals

All students are required to write in their journals on a weekly basis to record their feelings about the program and about their learning experiences and growth. The staff member leading this workshop explained that many people do not like to write and often find it hard to get started. She led several exercises to help students get started writing about what they feel and think. First, she asked students to write down a word or phrase they liked. Then they were asked to write down a sentence or two about their reasons for choosing that word or phrase--what it meant to them. After that, everyone in the group was asked to begin writing steadily--without stopping--for ten minutes about anything, although "feelings about the program" was suggested as a topic. The leader mentioned that this exercise could be used as students' first journal entry, if they wished. The final exercise involved writing a list of characteristics (as many as 100) the student would like to see in his or her journal correspondent. Again, this was suggested as an additional contribution to the journal to give the learning manager who read it an idea of what that student would like to see in the way of interaction.

Competencies and Resources

The learning resource specialist began the session by explaining the organization of the resource area of the learning center, including the location and use of equipment, such as tape recorders and the computer. Only selected resources are located at the center, he said; most resources students will find in the community (for example, in libraries or government offices).

The learning resource specialist then turned to the Competencies Workbook and asked students to do the same. He explained the community emphasis of the competencies, displayed the file of competency certifiers and explained his own role in the competency process. The LRS and students then discussed each competency. Students were encouraged to choose their first competency and begin work on it as soon as possible.

Exploration and Site Utilization

This workshop was headed by the employer relations specialist. The major goal of the workshop was to introduce students to activities they would be expected to perform at employer/community sites--mainly those activities in the Exploration Package. The materials in the Exploration Package were studied carefully. As the ERS explained the process, students asked questions about points they did not understand. The picture taking requirement and the interview process between the student and employer instructor at the learning site were explained. Plenty of time was allowed for students to ask questions about this aspect of the program.

The orientation schedule was designed to assure that students attended this workshop before they went to their first employer/ community sites.

EMPLOYER/COMMUNITY SITE VISITS

By the last day of orientation, each student in the program was visiting an employer/community site. Some students spent as much as one-and-a-half days at their employer site that first week. Early the following week, most students were back at their sites finishing up work required in their first Exploration Packages. The schedule, although complicated, enabled students to experience their first employer/community sites much earlier in the program year than had been possible the previous year.

APPENDIX D

$(CE)_2$ Record of Student Performance: A Credentialing Portfolio

The $(CE)_2$ format for transmitting student performance information to various audiences--colleges and universities, school districts, prospective employers--is offered as a model for other EBCE programs. It has been reviewed and approved by both educational institutions and employers. (See "Student Records," pages 65-66, and the following Appendix E for information on the review process to which $(CE)_2$ subjected its credential.)

The following pages contain details on the individual forms of the portfolio and procedures for filling them out from the specific forms described in "Student Records" (pages 69-131).

PLEASE NOTE: Adoption of these forms could impact the design of your total records system. The credential forms themselves could be the core of each Individual Student Book and become the cumulative forms maintained for students throughout each program year.

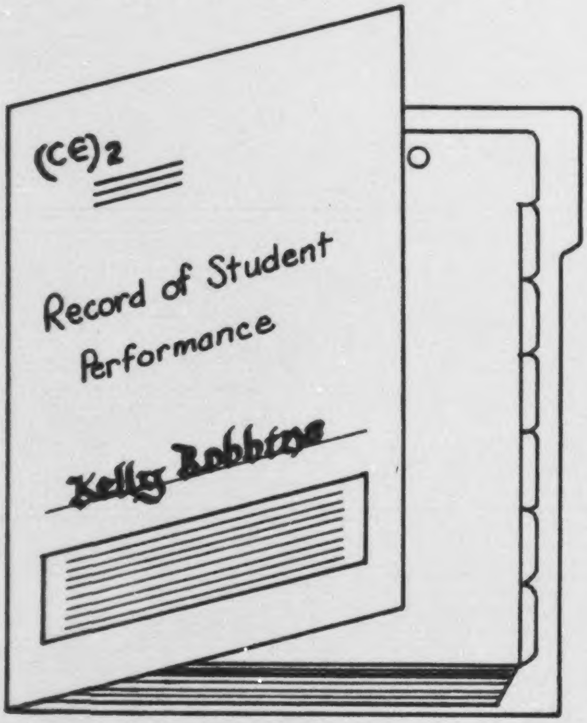
(CE)$_2$ RECORD OF STUDENT PERFORMANCE

Appearance of the Portfolio

The outside front cover of the portfolio includes program logo, name and address; title of the document and space for student name. It concludes with the following statement:

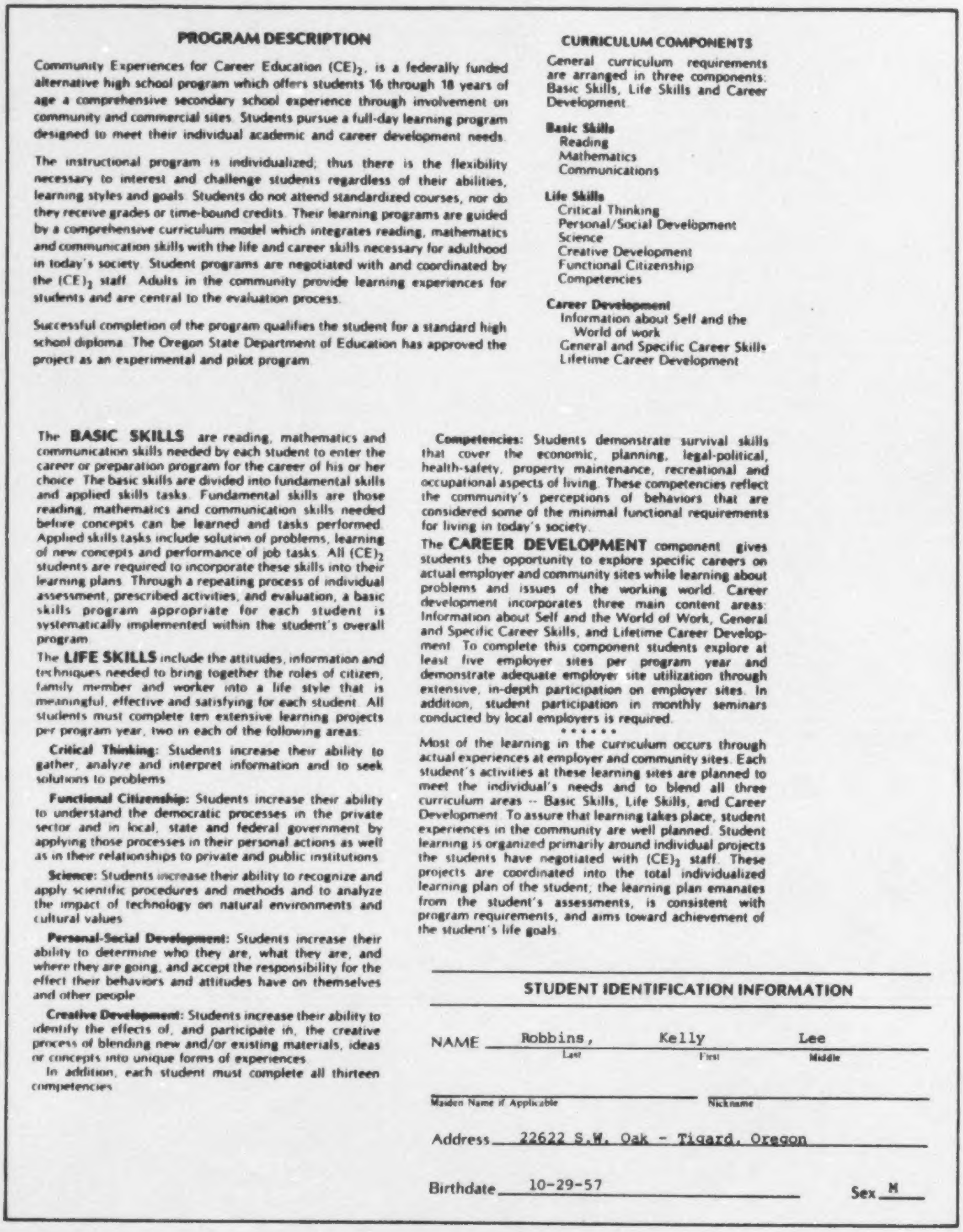
> *This portfolio contains the student performance records of a graduate from a nongraded alternative high school program. Because of (CE)$_2$'s nontraditional characteristics, these records are necessarily different in appearance and content from those of most high schools. Efforts have been made, within this portfolio, to translate (CE)$_2$ student performance into more conventional evaluation terms wherever possible and to present meaningful career information to prospective employers. If you have further questions, please do not hesitate to contact (CE)$_2$.*

HOW THE PORTFOLIO GOES TOGETHER



The inside front cover contains the program identification and a student identification sticker.

PORTFOLIO: INSIDE FRONT COVER



PROGRAM DESCRIPTION

Community Experiences for Career Education $(CE)_2$, is a federally funded alternative high school program which offers students 16 through 18 years of age a comprehensive secondary school experience through involvement on community and commercial sites. Students pursue a full-day learning program designed to meet their individual academic and career development needs.

The instructional program is individualized; thus there is the flexibility necessary to interest and challenge students regardless of their abilities, learning styles and goals. Students do not attend standardized courses, nor do they receive grades or time-bound credits. Their learning programs are guided by a comprehensive curriculum model which integrates reading, mathematics and communication skills with the life and career skills necessary for adulthood in today's society. Student programs are negotiated with and coordinated by the $(CE)_2$ staff. Adults in the community provide learning experiences for students and are central to the evaluation process.

Successful completion of the program qualifies the student for a standard high school diploma. The Oregon State Department of Education has approved the project as an experimental and pilot program.

CURRICULUM COMPONENTS

General curriculum requirements are arranged in three components: Basic Skills, Life Skills and Career Development.

Basic Skills
- Reading
- Mathematics
- Communications

Life Skills
- Critical Thinking
- Personal/Social Development
- Science
- Creative Development
- Functional Citizenship
- Competencies

Career Development
- Information about Self and the World of work
- General and Specific Career Skills
- Lifetime Career Development

The **BASIC SKILLS** are reading, mathematics and communication skills needed by each student to enter the career or preparation program for the career of his or her choice. The basic skills are divided into fundamental skills and applied skills tasks. Fundamental skills are those reading, mathematics and communication skills needed before concepts can be learned and tasks performed. Applied skills tasks include solution of problems, learning of new concepts and performance of job tasks. All $(CE)_2$ students are required to incorporate these skills into their learning plans. Through a repeating process of individual assessment, prescribed activities, and evaluation, a basic skills program appropriate for each student is systematically implemented within the student's overall program.

The **LIFE SKILLS** include the attitudes, information and techniques needed to bring together the roles of citizen, family member and worker into a life style that is meaningful, effective and satisfying for each student. All students must complete ten extensive learning projects per program year, two in each of the following areas:

Critical Thinking: Students increase their ability to gather, analyze and interpret information and to seek solutions to problems.

Functional Citizenship: Students increase their ability to understand the democratic processes in the private sector and in local, state and federal government by applying those processes in their personal actions as well as in their relationships to private and public institutions.

Science: Students increase their ability to recognize and apply scientific procedures and methods and to analyze the impact of technology on natural environments and cultural values.

Personal-Social Development: Students increase their ability to determine who they are, what they are, and where they are going, and accept the responsibility for the effect their behaviors and attitudes have on themselves and other people.

Creative Development: Students increase their ability to identify the effects of, and participate in, the creative process of blending new and/or existing materials, ideas or concepts into unique forms of experiences.

In addition, each student must complete all thirteen competencies.

Competencies: Students demonstrate survival skills that cover the economic, planning, legal-political, health-safety, property maintenance, recreational and occupational aspects of living. These competencies reflect the community's perceptions of behaviors that are considered some of the minimal functional requirements for living in today's society.

The **CAREER DEVELOPMENT** component gives students the opportunity to explore specific careers on actual employer and community sites while learning about problems and issues of the working world. Career development incorporates three main content areas: Information about Self and the World of Work, General and Specific Career Skills, and Lifetime Career Development. To complete this component students explore at least five employer sites per program year and demonstrate adequate employer site utilization through extensive, in-depth participation on employer sites. In addition, student participation in monthly seminars conducted by local employers is required.

* * * * * *

Most of the learning in the curriculum occurs through actual experiences at employer and community sites. Each student's activities at these learning sites are planned to meet the individual's needs and to blend all three curriculum areas -- Basic Skills, Life Skills, and Career Development. To assure that learning takes place, student experiences in the community are well planned. Student learning is organized primarily around individual projects the students have negotiated with $(CE)_2$ staff. These projects are coordinated into the total individualized learning plan of the student; the learning plan emanates from the student's assessments, is consistent with program requirements, and aims toward achievement of the student's life goals.

STUDENT IDENTIFICATION INFORMATION

NAME Robbins, (Last) Kelly (First) Lee (Middle)

Maiden Name if Applicable ____ Nickname ____

Address 22622 S.W. Oak - Tigard, Oregon

Birthdate 10-29-57 Sex M

The forms are tabbed to help readers find specifics quickly; a table of contents is not included, so forms can be rearranged by the student (see student guidelines, pages 298-299). All forms are two-sided, punched, fastened to the folder at the top and flipped to be read.

Arranging the Portfolio

Reviewers of the $(CE)_2$ Record of Student Performance recommended different arrangements of the forms in the portfolio, depending on whether the portfolio is used for job application or educational placement. (See the guidelines for portfolio use on page 299.)

The Certification of Student Performance (the official statement of student accomplishment in the program, see page 273) always appears as the first page of the portfolio, followed by the pocket for copies of student transcripts from other institutions (see page 297). The School Placement Information form (page 293) is not included in the portfolio for job applications and is included for educational institutions only if requested by the student or receiving institution.

Providing Copies of the Portfolio

One master portfolio, including forms and cover, is prepared for each student exiting the program and is kept on file at the learning center. Photocopies of the forms are submitted to the cooperating high school. The students' own copies of the portfolios consist of original covers and photocopied forms, as do portfolios prepared for receiving institutions. EBCE programs may, therefore, require three or four portfolio covers for each student.

In order to put index tabs on the photocopied forms, $(CE)_2$ has quantities of tab stickers printed in advance with the various names of the portfolio forms. These stickers are then attached by hand to photocopied forms so all assembled portfolios have the tabbed format for easy access to information.

Staff Responsibilities for Preparing Portfolio

$(CE)_2$ has allocated responsibilities for the preparation of portfolio forms as follows (the forms themselves are described on subsequent pages):

1. The learning aide enters data from student records (Master Record Book and Individual Student Books) on the Certification of Student Performance, Life Skills Summary and Competencies forms.

2. The clerical assistant completes the Career Development Summary from data in the employer relations specialist notebook and the Skill Development Record from information in the Individual Student Books.

3. The student coordinator and learning manager complete the Basic Skills Summary.

4. The student coordinator completes the School Placement Information form in consultation with the student's learning manager and employer relations specialist when this form is specifically requested by a student (it is not routinely provided in the portfolio). The student coordinator also keeps in touch with high school counselors regarding college entrance examination schedules and arranges for (CE)$_2$ students to take any exams needed for college applications. (The School Placement Information form contains space for recording college entrance examination scores.)

5. The program administrator signs the Certification of Student Performance, which constitutes the official statement of student accomplishment in the program. Either the program administrator or the student coordinator signs the School Placement Information form, when provided.

6. Completed forms are circulated among all staff to check accuracy of information.

7. Staff comments on individual students' learning styles, achievements, special interests and activities are gathered from individual staff members and summarized by the student coordinator to provide as complete a picture of the student as possible (see guidelines for staff comments on page 275). Staff comments appear on side two of the Certification of Student Performance.

Completion of (CE)$_2$ portfolios is a time-consuming process, and staff have found it necessary to set aside specific time for preparation whenever there are a number of portfolios to be completed (for example, at the end of the year for graduates). Support staff carry a major burden in preparing the forms from information in student records, but professional staff also need time at the end of the school year to collect staff comments, confer on school placement information and check the accuracy of completed forms.

Preparation of portfolios may be simplified by instituting procedures for updating portfolio forms throughout the school year for both juniors and seniors. $(CE)_2$ recommends that a complete set of portfolio forms be placed in each Individual Student Book and that data be entered on the forms at least quarterly.

Individual Record of Student Performance forms are described on the pages that follow. Student guidelines for arranging and using the portfolio begin on page 298, following the forms descriptions.

CERTIFICATION OF STUDENT PERFORMANCE

Certification of Student Performance is the official statement of student accomplishments at $(CE)_2$ and should be the first form in the portfolio.

The form indicates the length of time the student has been in the program and the requirements the student has completed.

The top boxed section gives the basic statement of completion requirements, including a waiver clause and the fact that completion of all requirements entitles students to receive a standard diploma from the cooperating high school.

The second boxed section lists the specific requirements that have to be met by the individual student. Generally, if the student is in the program one year only, the "Required" column indicates 10 projects, 13 competencies and 5 explorations; if the student is in the program two years, the column indicates at least 20 projects, 13 competencies and 10 explorations. Any waivers made for the individual student should be clearly indicated and explained.

The student's record of attendance and a statement of graduation status (including anticipated date of graduation if the portfolio is mailed early for college application) are included and the official nature of the document clearly stated. (These details were specifically requested by portfolio reviewers.)

If transcripts from other institutions are included in the portfolio, the institutions' names are indicated on the Certification form, and the transcripts themselves are included in a pocket provided for that purpose (see page 297). The pocket is placed immediately behind the Certification form in the portfolio. Students are counseled by staff to find out if receiving institutions require official transcripts sent directly from former schools in addition to copies in the portfolio.

The learning aide completes the Certification form in consultation with the student's learning manager, using information from the Master Record Book (largely from the Student Experience Record--see Item 12, page 102). The completed form is signed by the program administrator.

Certification of Student's Performance

KELLY ROBBINS
Student Name

COMMUNITY EXPERIENCES FOR CAREER EDUCATION $(CE)_2$, INC.

CERTIFICATION OF STUDENT PERFORMANCE

Program Completion Requirements

For each year a student is in the $(CE)_2$ program, the following are required:

Projects: Ten per program year--two in each life skills area. Credit for one of the critical thinking projects is obtained by doing the critical thinking activities in other projects. Each project will include basic skills activities.

Competencies: All thirteen competencies must be completed by all students.

Employer Site Utilization: Minimum of five explorations per program year, and adequate employer resource utilization as judged by employer instructors and staff.

Waiver Clause: Any of the above requirements may be modified or waived upon the written recommendation of a staff member and approval by the Project Director.

Upon completing all program requirements, $(CE)_2$ students are granted a standard high school diploma from Tigard High School, District 23J, Tigard, Oregon, cooperating public school district.

Kelly Robbins entered the program on 9/4/73 and attended for a period of
Student Name

two years . Therefore the following program was required of this student:
Years and/or Months

Program Requirements	Required	Completed
Projects	20	20
Competencies	13	13
Explorations	10	13
Employer Site Utilization	Yes	Yes
Basic Skills Program	Yes	Yes

Attendance

Days Possible: 338
Days Attended: 329

TRANSCRIPTS FROM OTHER INSTITUTIONS ATTACHED:

Tigard High School transcript is attached.

Student graduated (Yes or No): Yes

Date of graduation: June 12, 1975

Anticipated date of graduation: ____________

This certificate constitutes the official statement of student accomplishment at Community Experiences for Career Education.

A L Jones
Program Administrator

STAFF COMMENTS

This has been a most successful year for Kelly. As a second year student, he has continued to be one of the outstanding members of the program. He has consistently demonstrated a good work attitude and the ability to complete complex tasks quickly. As with last year, Kelly again has participated in extracurricular activities at the high school while also demonstrating his ability to meet adequately the responsibilities and expectations of the program. Kelly is an enterprising young man, using the job skills acquired from his various career experiences at $(CE)_2$ to help earn money towards school. These experiences have also helped him become more aware of his vocational interests. Kelly has exhibited strong personal beliefs and, at the same time, has shown that he can listen to others whose beliefs may be different. Because of his strong communication skills, Kelly continues to be a leader among our students. He was chosen by the student body this year to represent them on the $(CE)_2$ Board of Directors. He also represented the program before visiting audiences and assisted in recruiting new students. Kelly is a conscientious and hard-working young man and we wish him luck and future success.

Signed Susan Kimbrell

Title Student Coordinator

STAFF COMMENTS

(Side Two: Certification of Student Performance)

Staff comments are included on the Certification of Student Performance because this document is seen by all portfolio recipients--employers as well as school admissions officers. Reviewers generally agreed that staff comments are helpful to them for placement purposes, providing narrative descriptions of student strengths and weaknesses.

Personnel managers expressed interest in comments reflecting the student's work habits, attitudes and dependability. All recipients wanted to know "specific things the student has done that illustrate skills" and reference to outstanding pieces of work.

Reviewers cautioned staff to focus on the uniquenesses of each student and to avoid "jargon stereotypes."

$(CE)_2$ issues the following guidelines to staff members for preparing comments on students (the same guidelines are given to employers asked to write letters of recommendation for students):

1. Give specific information.
2. Describe any special aspects of this student's program or performance, as well as special interests or activities that seem relevant to careers or further schooling.
3. Include the positive and the negative.
4. Include information about attendance, punctuality and dependability.
5. Include information about how the student gets along with people and handles difficulties and criticism.
6. Comments that receiving institutions (college, military, business, industry, high school) can use for placement purposes within their programs are highly valued. Make such recommendations as current and specific as you can.

The student coordinator compiles all staff comments on a given student into a single coherent statement and signs the form. Students have the right to challenge staff comments (see Item 15, page 133).

BASIC SKILLS SUMMARY

The Basic Skills Summary is completed by the student coordinator and learning manager. The student coordinator provides assessment information from the Student Profile (see Item 12, pages 98-99). The learning manager adds prescription data and evaluation of student development, with lead-in statements from the student coordinator relating these to assessment data. (If Basic Skills Summary forms are completed each program year for each student, prescription statements can include recommendations for returning students, as well as recommendations relative to postsecondary education and training.)

Reviewers found the narrative style and three-step format of assessment, prescription and evaluation to be very useful. Information is given in narrative form only, rather than in any kind of visual continuum, because of strong staff and reviewer feeling that placement of a student on a continuum invites comparisons with the group rather than evaluating the students in terms of themselves. Students have the right to challenge portfolio contents (see Item 15, page 133).

Staff try to avoid using unfamiliar terms (for example, referring to "Level D" of an instructional package rather than explaining what that level is) and to identify tests or instructional materials by their full names, rather than by initials.

BASIC SKILLS SUMMARY

KELLY ROBBINS
Student Name

1973-74
Program Year

PRE-ASSESSMENT

Based on information obtained from past educational experience, test results, staff assessments, student self-assessment, work-in-progress at $(CE)_2$, and career assessments.

Kelly demonstrated above average ability in reading vocabulary and comprehension on the Comprehensive Test of Basic Skills (CTBS). While his scores indicated outstanding ability in these areas, Kelly has mentioned having some difficulty in reading comprehension and would like some assistance in this area. Even though test results show his ability to be above the twelfth grade level in comprehension, we will continue to give him opportunities to gain more confidence in this area. A consistent pattern of difficulty was noted in dictionary use. Kelly could possibly profit from a review of the organizational and structural layout of the dictionary. Kelly's scores in arithmetic indicate that he has an outstanding command of basic math operations. He also demonstrated consistent and successful application of arithmetic concepts. Overall, Kelly demonstrated well above average performance compared to other class members. It is recommended that Kelly be presented with activities and projects that allow him to enhance his skills and at the same time challenge him to plan and execute career strategies.

Susan Kimbrell 9/73
Student Coordinator / Date

PRESCRIPTION

How basic skills work is incorporated in learning plan:

It is suggested that research activities be written into projects and around job sites to encourage Kelly to come into contact with a wide variety of resources. Specific materials, activities and involvement in the community are suggested to assist him in gaining skill and confidence in reading comprehension. As Kelly intends to go on to college, reinforcement of basic skills will help prepare him for the PSAT and SAT examinations. Kelly has not definitely focused on a career; therefore, opportunities will be provided so he can experience a variety of career options.

EVALUATION

Kelly demonstrated significant growth this past year in terms of basic skills strength. The post-test results of the CTBS indicated superior ability in reading comprehension, arithmetic (concepts and applications) and study skills. His scores increased considerably in all areas assessed. Kelly has been one of the most responsible and self-directed students at $(CE)_2$ this year. He has succeeded because he organizes what he has to do and steadily chips away at it until it is completed. We are particularly proud of Kelly because he has been able to meet all of his $(CE)_2$ responsibilities while participating at the same time in extracurricular activities at Tigard High School.

Walt James 6-74
Learning Manager / Date

BASIC SKILLS SUMMARY
(Second Year)

KELLY ROBBINS
Student Name

1974-75
Program Year

SECOND YEAR ASSESSMENT

This year's results of the Comprehensive Test of Basic Skills (CTBS) and the Individualized Learning for Adults (ILA) indicated that Kelly consistently demonstrated well above average skills in mathematics and communication areas. Even though extensive growth was shown, Kelly still feels the need for advanced work in reading, comprehension and listening activities. As a returning student, Kelly understands the expectations and requirements of the program and intends to design a plan that will allow him to complete all activities and graduate early. He feels self-directed but needs to have someone remind him of due dates. Kelly effectively utilized the employer network last year and has expressed the desire to pick up some skills in auto mechanics this year. He will begin the year with a learning level at the City Maintenance Department (auto mechanics).

Susan Kimbrell 9/74
Student Coordinator / Date

PRESCRIPTION

Growth was shown on assessment instruments; however, it is recommended that Kelly continue to be challenged with basic skill activities and opportunities found on job sites of his choice. It is also recommended that enrichment activities be designed around areas of personal need and interest. As Kelly intends to complete work early this year, it is important that he be asked to design a plan with target dates and specific tasks that will enable the staff to provide opportunities for him to experience a variety of community activities.

EVALUATION

During this year Kelly has shown much growth in his understanding and application of basic skills, both in math and communication. Due to the high level of skills he has demonstrated, no special basic skills program was indicated. However, a considerable amount of work was done in advanced and applied basic skills as Kelly completed his project activities. In doing this work, Kelly demonstrated the ability to apply his skills in the abstract and to adapt them to the complex problems of the world of work. His performance in these tasks was of a consistently high quality. Kelly is a good listener and has frequently demonstrated his ability to gather a variety of information from numerous sources and to synthesize the information into meaningful forms. In mathematics, Kelly has been able to cope with a variety of computational tasks that demanded advanced skills applications. As in communication, Kelly has clearly demonstrated his ability to apply these skills to actual situations in the workplace, thus affirming his competence. Verbally, Kelly has no trouble in expressing himself clearly and concisely.

Walt James 6-75
Learning Manager / Date

BASIC SKILLS SUMMARY

(Side Two: Second Year)

Staff separate first and second year summaries to maintain the form for both juniors and seniors and to give a more complete picture of the student's development.

LIFE SKILLS SUMMARY

The Life Skills Summary lists the student's learning projects completed during participation in the program. It includes project titles and dates completed by Life Skill content areas (the basic program requirement is two projects in each of the five Life Skills per program year). Side one indicates projects completed in the areas of critical thinking and functional citizenship.

Space is included for total number of projects required and explanation if this number is other than 10 (one year's requirement). That explanation would indicate, for instance, that 20 projects represent the requirement for a student in the program for two years, or it would indicate and explain any waiver of requirements for a student.

This form is completed by the learning aide from information on the cumulative Life Skills Project Record in the Master Record Book (see Item 12, page 97, for a sample Life Skills Project Record). Life Skills Summaries for each student could be maintained throughout the program year and updated periodically to ease the year-end workload of preparing portfolios for exiting students.

LIFE SKILLS SUMMARY

Number of Projects Required:* 20

Number Completed: 20

KELLY ROBBINS

Student Name

*(Explanation if this number is other than 10)

Represents two years enrollment in the program.

Projects are long-term, problem-centered learning designs that are planned to meet outcome goals and learning objectives of each life skills area and to correspond to individual students' abilities, goals and interests. The learning manager and the student negotiate projects which consist of activities, products and criteria for performance, and which blend basic skills, life skills and career development activities on employer and community sites.

LIFE SKILLS AREA/CONTENT DESCRIPTION	PROJECT TITLE/DATE COMPLETED
CRITICAL THINKING Projects completed by the student included experiences in gathering, analyzing and interpreting information and seeking solutions to problems. The student learned and applied a five-step critical thinking process: identifying a problem or issue, gathering and sorting information related to the issue, interpreting the information, developing alternative solutions and choosing a course of action, evaluating the results, and if necessary choosing an alternative course of action.	Accuracy in Repairing Airplanes 3/27/74 Media Lie Detecting 4/2/74 $(CE)_2$ For You 10/18/74 12 Horsepower Kohler Engine 1/13/75
FUNCTIONAL CITIZENSHIP Projects completed by the student demonstrated an increased understanding of the democratic processes in the private sector and in local, state and federal government. The student then applied those processes by participating in activities in the community.	The FBI and the War Against Organized Crime 1/20/74 Legislature Project 4/18/74 Being A Real Estate Agent 5/1/75 Where Do I Fit In? 5/1/75

Life Skills Summary

LIFE SKILLS SUMMARY

LIFE SKILLS AREA/CONTENT DESCRIPTION	PROJECT TITLE/DATE COMPLETED
SCIENCE Projects completed by the student involved using systematic logic to test the reliability of facts; using cause and effect reasoning to test statements and explain a point of view; and applying the scientific method to problem solving in the community.	Aviation Ground School 6/12/74 Installation and Repair at Evergreen Telephone 6/5/74 Police Car Maintenance 1/13/75 I Was A Teenage Scientist 4/3/75
PERSONAL/SOCIAL DEVELOPMENT Projects completed by the student included experiences that increase the ability to understand self, demonstrate self-direction and responsibility, and initiate and maintain effective interpersonal relationships.	Karate: The Art and Its Philosophy 2/8/74 Basic Youth Conflicts 6/6/74 What (Can I Do) About Me? 11/13/74 Understanding Personal Religious Convictions 3/14/75
CREATIVE DEVELOPMENT Projects completed by the student consisted of identifying and participating in the creative process of blending new and/or existing materials, ideas or concepts into unique forms or experiences, including creative problem solving in the community.	Welding 6/6/74 Video Tape: Equipment and Use 6/6/74 Teaching Sixth Graders About Nature 1/14/75 Don't Just Stand There--Do Something 4/17/75

LIFE SKILLS SUMMARY

(Side Two)

Side two of the Life Skills Summary lists projects and completion dates for the remaining three Life Skills areas--science, personal/social development and creative development.

Because titles for both predesigned and individually written projects will be scanned by recipients of the portfolio to ascertain the content of student Life Skills learning, those titles should be carefully worded to reflect the scope of the student's work.

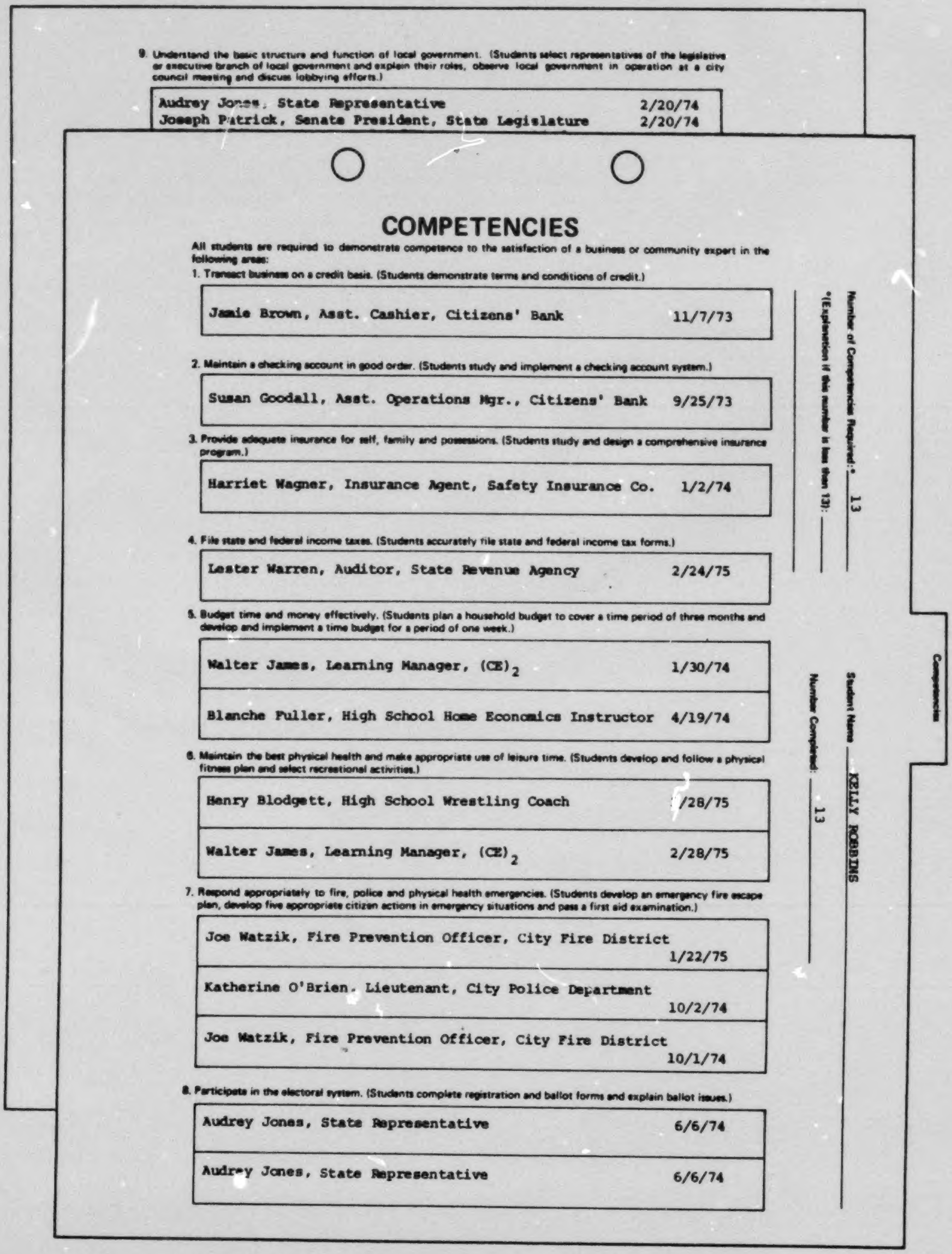
COMPETENCIES

The Competencies form is maintained as a cumulative record throughout a student's participation in the program. Each student's competency certifications are recorded in the Master Record Book (see Item 12, pages 100-101). The tabbed portfolio form could be typed as each student prepares to leave the program or could be maintained cumulatively in Individual Student Books.

Program requirements state that all students must complete the 13 competencies, whether they are in the program for one or two years. Consequently, any variation in a student's completion of the 13 competencies (waivers, substitutions and so forth) should be documented and explained on this form.

Space is provided for the names and titles of all competency certifiers. These individuals are community people with expertise in the areas of each competency, and $(CE)_2$ believes that recipients of the credential will get a sense of the student's level of achievement if they know the kind of people to whom students had to demonstrate their competence. The number of lines under each competency varies according to the number of certifiers a student must satisfy, as stated in the competency guidelines (see "Competencies," Curriculum & Instruction, pages 369-407).

Reviewers of the $(CE)_2$ portfolio expressed differing opinions about the value of the Competencies form to registrars and employers, but $(CE)_2$ believes that it is important to communicate this particular aspect of the program as further definition of the skills acquired by its students.



9. Understand the basic structure and function of local government. (Students select representatives of the legislative or executive branch of local government and explain their roles, observe local government in operation at a city council meeting and discuss lobbying efforts.)

Audrey Jones, State Representative 2/20/74
Joseph Patrick, Senate President, State Legislature 2/20/74

COMPETENCIES

All students are required to demonstrate competence to the satisfaction of a business or community expert in the following areas:

1. Transact business on a credit basis. (Students demonstrate terms and conditions of credit.)

Jamie Brown, Asst. Cashier, Citizens' Bank 11/7/73

2. Maintain a checking account in good order. (Students study and implement a checking account system.)

Susan Goodall, Asst. Operations Mgr., Citizens' Bank 9/25/73

3. Provide adequate insurance for self, family and possessions. (Students study and design a comprehensive insurance program.)

Harriet Wagner, Insurance Agent, Safety Insurance Co. 1/2/74

4. File state and federal income taxes. (Students accurately file state and federal income tax forms.)

Lester Warren, Auditor, State Revenue Agency 2/24/75

5. Budget time and money effectively. (Students plan a household budget to cover a time period of three months and develop and implement a time budget for a period of one week.)

Walter James, Learning Manager, $(CE)_2$ 1/30/74

Blanche Fuller, High School Home Economics Instructor 4/19/74

6. Maintain the best physical health and make appropriate use of leisure time. (Students develop and follow a physical fitness plan and select recreational activities.)

Henry Blodgett, High School Wrestling Coach [illegible]/28/75

Walter James, Learning Manager, $(CE)_2$ 2/28/75

7. Respond appropriately to fire, police and physical health emergencies. (Students develop an emergency fire escape plan, develop five appropriate citizen actions in emergency situations and pass a first aid examination.)

Joe Watzik, Fire Prevention Officer, City Fire District 1/22/75

Katherine O'Brien. Lieutenant, City Police Department 10/2/74

Joe Watzik, Fire Prevention Officer, City Fire District 10/1/74

8. Participate in the electoral system. (Students complete registration and ballot forms and explain ballot issues.)

Audrey Jones, State Representative 6/6/74

Audrey Jones, State Representative 6/6/74

Number of Competencies Required:* 13

*(Explanation if this number is less than 13): ______

Student Name KELLY ROBBINS

Number Completed: 13

Competencies

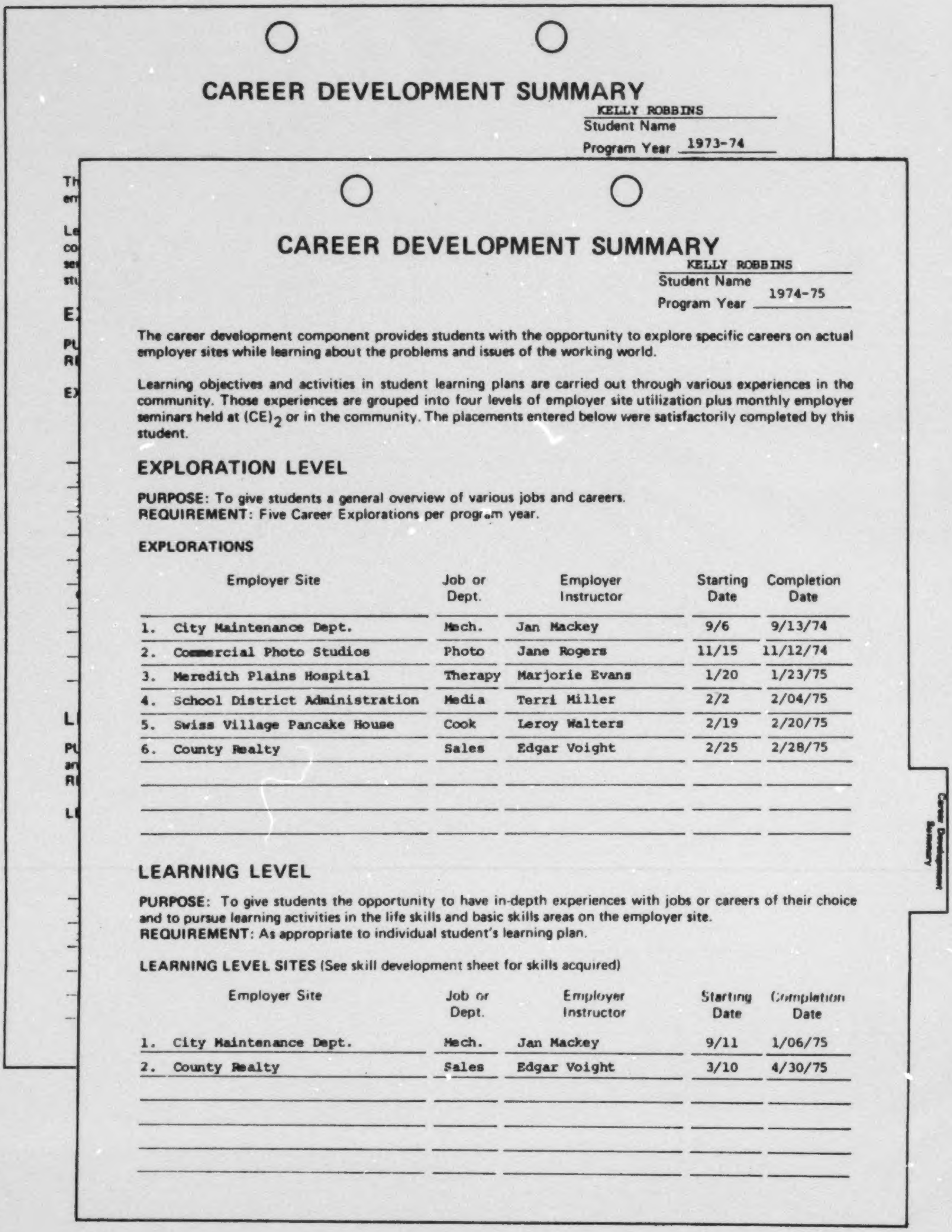
CAREER DEVELOPMENT SUMMARY

The Career Development Summary presents a cumulative record of the student's employer/community site experiences in the program. Specific skills learned during these site experiences are recorded on the Skill Development Record (see page 290), recommended to follow the Career Development Summary in the portfolio.

The Career Development Summary should be updated periodically throughout each program year. At $(CE)_2$, the form is completed by the clerical assistant from the Student Information Cards kept by the employer relations specialist (see Item 14, pages 127-129). A separate form is completed for each program year; students in the program for two years will have two Career Development Summaries in their portfolios.

Portfolio reviewers felt this form enhanced their understanding of student career-related experiences. They were particularly interested in the amounts of time spent on each site and the names of employer instructors (for possible reference checks.)

This summary sheet also gives students the names of individuals from whom they can request letters of recommendation in the future.



CAREER DEVELOPMENT SUMMARY

KELLY ROBBINS
Student Name
Program Year 1973-74

CAREER DEVELOPMENT SUMMARY

KELLY ROBBINS
Student Name
Program Year 1974-75

The career development component provides students with the opportunity to explore specific careers on actual employer sites while learning about the problems and issues of the working world.

Learning objectives and activities in student learning plans are carried out through various experiences in the community. Those experiences are grouped into four levels of employer site utilization plus monthly employer seminars held at $(CE)_2$ or in the community. The placements entered below were satisfactorily completed by this student.

EXPLORATION LEVEL

PURPOSE: To give students a general overview of various jobs and careers.
REQUIREMENT: Five Career Explorations per program year.

EXPLORATIONS

Employer Site	Job or Dept.	Employer Instructor	Starting Date	Completion Date
1. City Maintenance Dept.	Mech.	Jan Mackey	9/6	9/13/74
2. Commercial Photo Studios	Photo	Jane Rogers	11/15	11/12/74
3. Meredith Plains Hospital	Therapy	Marjorie Evans	1/20	1/23/75
4. School District Administration	Media	Terri Miller	2/2	2/04/75
5. Swiss Village Pancake House	Cook	Leroy Walters	2/19	2/20/75
6. County Realty	Sales	Edgar Voight	2/25	2/28/75

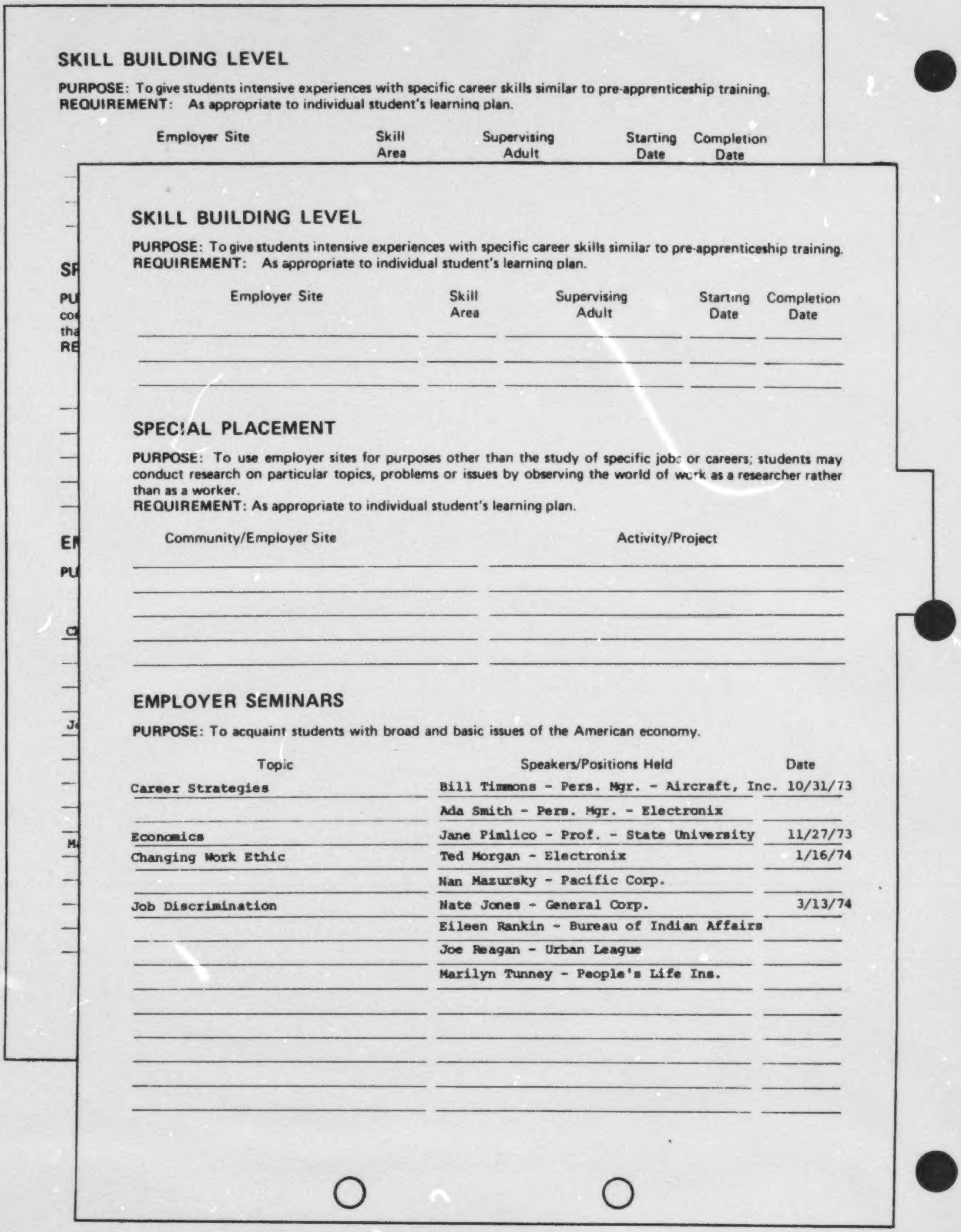
LEARNING LEVEL

PURPOSE: To give students the opportunity to have in-depth experiences with jobs or careers of their choice and to pursue learning activities in the life skills and basic skills areas on the employer site.
REQUIREMENT: As appropriate to individual student's learning plan.

LEARNING LEVEL SITES (See skill development sheet for skills acquired)

Employer Site	Job or Dept.	Employer Instructor	Starting Date	Completion Date
1. City Maintenance Dept.	Mech.	Jan Mackey	9/11	1/06/75
2. County Realty	Sales	Edgar Voight	3/10	4/30/75

Career Development Summary



SKILL BUILDING LEVEL

PURPOSE: To give students intensive experiences with specific career skills similar to pre-apprenticeship training.
REQUIREMENT: As appropriate to individual student's learning plan.

Employer Site | Skill Area | Supervising Adult | Starting Date | Completion Date

SKILL BUILDING LEVEL

PURPOSE: To give students intensive experiences with specific career skills similar to pre-apprenticeship training.
REQUIREMENT: As appropriate to individual student's learning plan.

Employer Site	Skill Area	Supervising Adult	Starting Date	Completion Date

SPECIAL PLACEMENT

PURPOSE: To use employer sites for purposes other than the study of specific jobs or careers; students may conduct research on particular topics, problems or issues by observing the world of work as a researcher rather than as a worker.
REQUIREMENT: As appropriate to individual student's learning plan.

Community/Employer Site	Activity/Project

EMPLOYER SEMINARS

PURPOSE: To acquaint students with broad and basic issues of the American economy.

Topic	Speakers/Positions Held	Date
Career Strategies	Bill Timmons - Pers. Mgr. - Aircraft, Inc.	10/31/73
	Ada Smith - Pers. Mgr. - Electronix	
Economics	Jane Pimlico - Prof. - State University	11/27/73
Changing Work Ethic	Ted Morgan - Electronix	1/16/74
	Nan Mazursky - Pacific Corp.	
Job Discrimination	Nate Jones - General Corp.	3/13/74
	Eileen Rankin - Bureau of Indian Affairs	
	Joe Reagan - Urban League	
	Marilyn Tunney - People's Life Ins.	

CAREER DEVELOPMENT SUMMARY

(Side Two)

The clerical assistant transfers any skill building or special placement information to the Career Development Summary from the Student Information Cards kept by the employer relations specialist (see Item 14, pages 127-129).

Information on employer seminars the student has attended is transferred to this form from the Master Record Book. Participation in these seminars is included in the portfolio as another indication of the diversity of $(CE)_2$ students' experiences.

SKILL DEVELOPMENT RECORD

The Skill Development Record is a cumulative record of the specific skills a student has acquired at employer sites. It should be maintained throughout the program year and updated periodically from the site-specific Skill Development Records that accumulate in the Individual Student Books (see Item 12, pages 108-109). The $(CE)_2$ clerical assistant completes the form.

The skills students acquire are grouped by employer site, although sites are not identified.

The individual Skill Development sheets were adapted into this cumulative portfolio record because reviewers expressed a desire to see more explicit information on the skills acquired by students and the level of acquisition. This information is particularly useful to personnel managers considering students for employment.

Care is taken to record skills in specific, job-oriented terms (such as "Operate a PBX" or "Operate a hoist correctly and safely"). For the sake of brevity, the degree of skill acquisition is expressed in three simple terms: observed, practiced or acquired.

(The second side of this form is a continuation of the same columns and is not reproduced here.)

SKILL DEVELOPMENT RECORD

KELLY ROBBINS has observed, practiced or acquired the following skills during placements at employer sites. The Employer-Instructor has been asked to evaluate the student's performance of the skill as he/she would an employee's.

SKILL	Observed, Practiced, or Acquired	SKILL	Observed, Practiced, or Acquired
Replace brake shoes	Practiced	Secure and read title printout	Acquired
Check wheel cylinders for repair	Acquired	Research property background	Acquired
Inspect brake drums	Acquired	Write a real estate listing	Practiced
Read micrometer	Observed	Determine income property value	Practiced
Observe scored brake drums	Observed	Figure property value	Practiced
Remove, clean, repack, reassemble and adjust wheel bearings	Acquired	Define escrow	Acquired
Adjust brake linings	Observed	Write earnest money receipt	Practiced
Bleed brakes	Acquired	Know the basics of getting some financing	Practiced
Road test	Observed	Routine maintenance and repair for propeller driven aircraft	Observed Practiced
Change cap, rotor and points	Acquired	Electronic testing equipment including compression tester, electronics system analyzer,	Practiced
Change oil and filter	Acquired	and hydraulic system test equipment	Practiced
Time engine	Acquired	Hand tools involved in servicing aircraft	Acquired
Clean or replace air filter	Acquired	Requirements with hourly checks and annual check procedures	Acquired
Check fluid levels	Acquired	Read work orders	Acquired
Lube	Acquired	Install telephone equipment	Practiced
Understand and use real estate terms	Practiced	Order equipment	Acquired

Skill Development Record

SCHOOL PLACEMENT INFORMATION

School Placement Information is an optional form recommending how $(CE)_2$ experiences relate to traditional course work. It is not routinely included in the portfolio but is added when specifically requested by the student. Students are informed of this option during their orientation to the program, in the Student Handbook and in portfolio guidelines given to them with a copy of their completed portfolio (see pages 298-299).

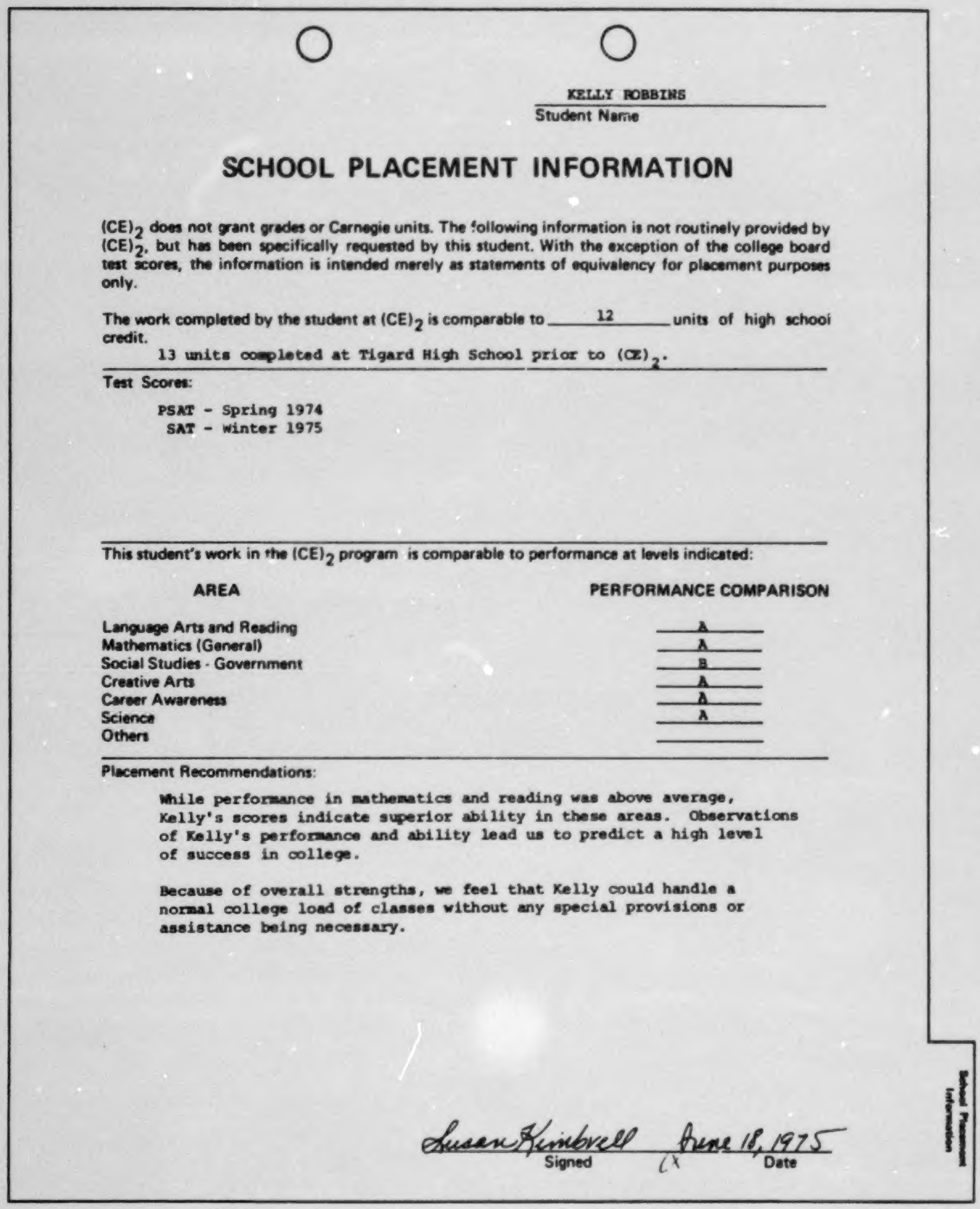
The form contains information intended to help college or high school personnel place students more precisely in specific subject areas and levels. $(CE)_2$ students who are college-bound can take any required college entrance examinations. Test scores can be added to the form in the appropriate section (testing services will also send scores directly to the colleges of a student's choice).

Grade and credit translations are clearly identified as equivalencies. Units of credit are given in terms of total participation time in the program, rather than being broken out by curriculum components (one year's work is equal to 6 units of credit, two years' to 12 units).

The "performance comparison" column indicates how the student's performance at $(CE)_2$ would compare to grade levels in specific subjects in a regular high school program. These "performance comparisons" are given only to aid school placement personnel. Since $(CE)_2$ does not give grades, it cannot certify grades, but it will describe the equivalencies that can help other institutions translate $(CE)_2$ performance into their own terms.

Placement recommendations (at the bottom of the form) are intended to be brief statements of exactly what, in the staff's judgment, the student is ready for "next" in specific subject areas. College and high school placement personnel reviewing the portfolio said this type of recommendation was helpful to them, although some said they would rely more on college placement test scores.

School Placement Information is completed by the student coordinator, in consultation with the student's learning manager and employer relations specialist. It is signed by either the program administrator or student coordinator.



KELLY ROBBINS
Student Name

SCHOOL PLACEMENT INFORMATION

$(CE)_2$ does not grant grades or Carnegie units. The following information is not routinely provided by $(CE)_2$, but has been specifically requested by this student. With the exception of the college board test scores, the information is intended merely as statements of equivalency for placement purposes only.

The work completed by the student at $(CE)_2$ is comparable to 12 units of high school credit.

13 units completed at Tigard High School prior to $(CE)_2$.

Test Scores:

PSAT - Spring 1974
SAT - Winter 1975

This student's work in the $(CE)_2$ program is comparable to performance at levels indicated:

AREA	PERFORMANCE COMPARISON
Language Arts and Reading	A
Mathematics (General)	A
Social Studies - Government	B
Creative Arts	A
Career Awareness	A
Science	A
Others	

Placement Recommendations:

While performance in mathematics and reading was above average, Kelly's scores indicate superior ability in these areas. Observations of Kelly's performance and ability lead us to predict a high level of success in college.

Because of overall strengths, we feel that Kelly could handle a normal college load of classes without any special provisions or assistance being necessary.

Susan Kimbrell June 18, 1975
Signed Date

School Placement Information

STUDENT COMMENTS

I have really enjoyed my two years at $(CE)_2$. The program has been a challenge to me and helped me learn more about myself and possibilities for my future. I began in the program with a strong interest in auto mechanics; this interest has been reinforced, but I have begun to explore new directions such as commercial photography and business administration. I might not have discovered these interests without the experiences of $(CE)_2$. I hope to continue studies in math and science at the college level, in addition to business administration. My hobbies and other interests include working with various kinds of engines, building model airplanes and playing soccer. I have also been singing in school and church choirs for the past five years.

Kelly Robbins
Signed

5/20/75
Date

304

STUDENT COMMENTS

(Side Two: School Placement Information)

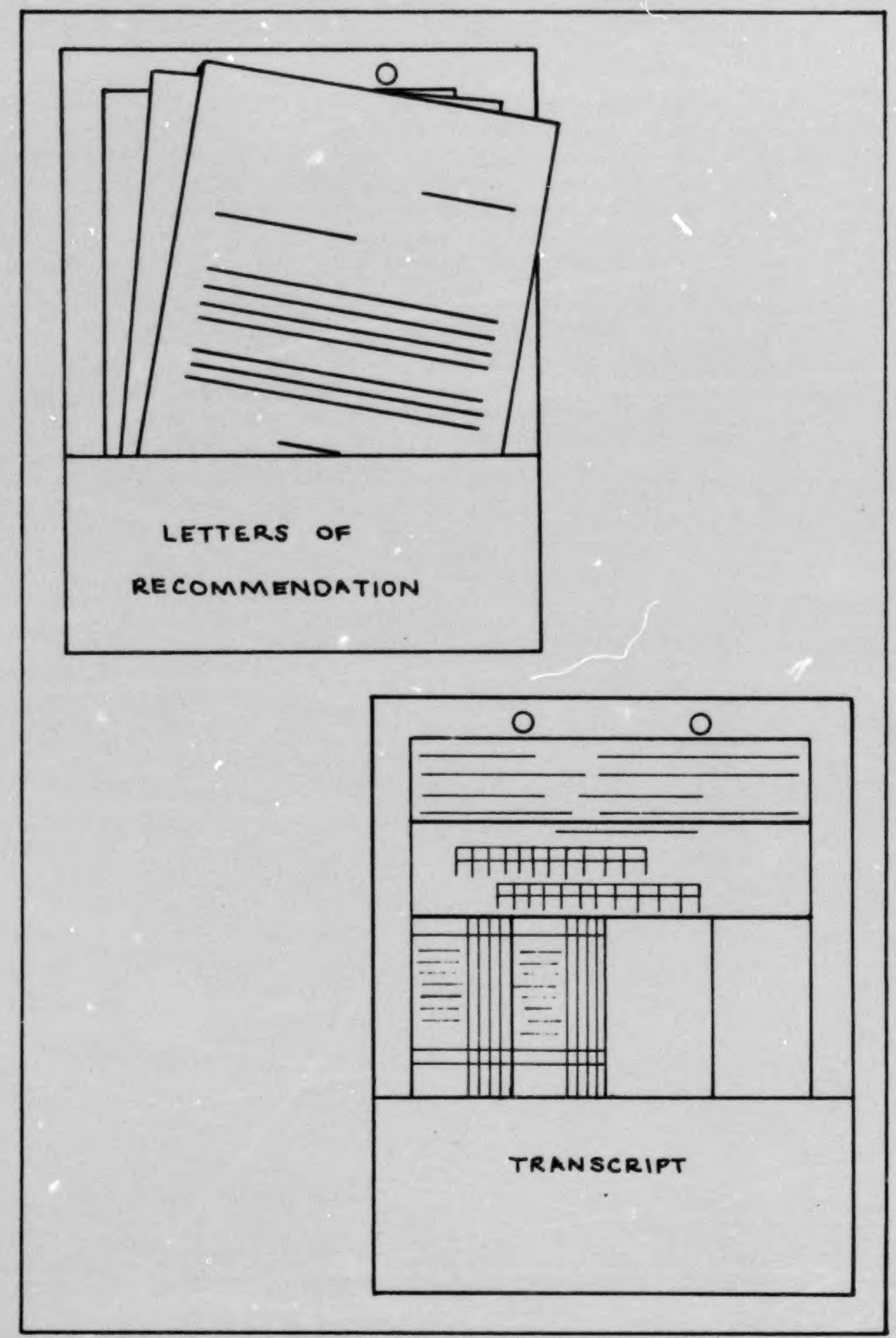
College registrars expressed interest in seeing samples of a student's writing. They also wanted to know more about the special activities and interests of students.

The student comments section accomplishes both purposes. Students are advised to write about themselves if they wish (see guideline 8, page 299). Since the form is intended for colleges, universities or transfer high schools, the student might also comment on "Why I want to attend your institution."

POCKETS FOR LETTERS OF RECOMMENDATION AND TRANSCRIPTS

Two separate sheets are attached to the portfolio with bottom flaps so the students can insert letters of recommendation from employer instructors (three letters are recommended) and copies of transcripts from schools previously attended.

These pocket pages are variously arranged in the portfolio, depending on student purposes (see guidelines for arranging portfolio, page 299).


LETTERS OF RECOMMENDATION
TRANSCRIPT

INSTRUCTING STUDENTS IN PORTFOLIO USE

Students exiting the program receive both the Record of Student Performance and a set of guidelines for portfolio use. These guidelines offer suggestions for arranging the forms for either employment or educational purposes, presenting the portfolio during job interviews and preparing resumes (see pages 300-301). The guidelines supplement and reinforce what the student has already learned through work on the job application and employment competency, which includes practice in completing resumes and interviewing for jobs.

The fact that $(CE)_2$ students have copies of their individual Records of Student Performance to share with potential employers is a unique feature of the program's credentialing system and students are instructed in how to use the credential to enhance job interviews. In addition to printed guidelines, students receive staff explanations on how to arrange the portfolio and use it to best advantage.

GUIDELINES FOR PORTFOLIO USE

Attached is your Record of Student Performance, which summarizes experiences you have had in the program. You can use your performance record to better advantage with personnel directors or educational institutions if you arrange the loose-leaf pages as recommended below.

1. Keep your Record of Student Performance in your possession when job seeking. Leave a resume and/or job application at a personnel office.

2. Keep your resume brief, factual and pertinent to the position you are seeking. Give specific references to performance record content for more detailed information. Use a brief one-page resume to accompany a job application and a longer, more detailed one when a resume is submitted alone. (The performance record itself should be presented at the time of an interview.) Two resume forms are attached.

3. The first page on the right-hand side of the performance record should always be the Certification of Student Performance.

4. If you are seeking a job, arrange the pages on the right-hand side as follows:

   a. Certification of Student Performance (on top)
   b. Unofficial* copies of transcripts from other institutions (pocket provided)
   c. Career Development Summary
   d. Skill Development Record
   e. Employer letters of recommendation (pocket provided)
   f. Basic Skills Summary
   g. Competencies
   h. Life Skills Summary (on bottom)

5. If you are seeking admission to college or transferring to another high school, arrange the pages on the right-hand side as follows:

   a. Certification of Student Performance (on top)
   b. Unoffical* copies of transcripts from other institutions (pocket provided)
   c. Optional School Placement Information
   d. Basic Skills Summary
   e. Life Skills Summary
   f. Competencies
   g. Employer letters of recommendation (pocket provided)
   h. Career Development Summary
   i. Skill Development Record (on bottom)

6. Remember to find out whether a high school, college or personnel office wants you to have official copies of transcripts sent directly from other institutions you have attended.*

7. If you have not yet done so, be sure to contact employer instructors for letters of recommendation. These recommendations from people in the community are an advantage you will have over students in a traditional school.

8. If you choose to include the optional School Placement Information form, you may write a statement about yourself on the reverse side of that form. Many receiving institutions are interested in how you express yourself, so if you choose to write a statement, take considerable care in writing it.

> All records regarding your performance while a student are open for your inspection. If you have questions about any of the content of this portfolio, please call *(phone)*.

* *Copies of transcripts in your possession are considered unofficial. Official transcripts must be sent by high school or college registrars, who often sign the document or affix a seal.*

RESUME

(Short Form)

(A brief resume should accompany the Record of Student Performance or a job application. Try not to repeat details that appear on the job application. Refer the interviewer to more detailed information in your performance record.)

Personal

Name

Address

Telephone Number

Education

Example:

High School Graduate, Tigard High School, 1975

$(CE)_2$ Career Education Program

Work Experience

(List only the name of the business and the kind of work you did. Other details will be on job application forms. The length of time you were there might be useful.)

Paying jobs

Example:

K-Mart, Stock Clerk and Cashier, part time 6/73-6/74

Learning level experiences in EBCE

Skills

(See the Skill Development Record.)

Example:

Typing - 40 wpm

PBX - Receptionist

Cashier

Ten-Key Adding Machine

Career Objective

(Describe briefly your present career and education plans.)

Example:

Eventually I hope to become a journalist or commercial artist. I am signing up for a night class in illustration at Portland Community College next term and prefer a job that will lead into one of my career choices.

RESUME
(Long Form)

(A longer resume should be submitted without the Record of Student Performance, such as by mail in response to a newspaper advertisement.)

Personal

Name

Address

Telephone Number

Education

Dates	EBCE Address Telephone Number Description of Your Learning Program
Dates	High School Address Telephone Number Major Courses

Experience

(Give the following information for all jobs held and learning levels for EBCE identified as such. Start with your most recent and work back in time.)

Dates	Place of Employment Address Telephone Number Position Responsibilities Supervisor

Interests

(Indicate hobbies and extracurricular activities.)

Personal Data

Age

Height

Weight

Health

Marital Status

Number of Children

Character References

(Give the names of at least three people who know you well, other than the employer references given above. Be certain you give current addresses and telephone numbers for all references.)

Career Objective

(Describe briefly your present career and education plans. For example: "Eventually I hope to become a journalist or commercial artist. I am signing up for a night class in illustration at PCC next term, and prefer a job that will lead into one of my career choices.")

APPENDIX E

Summary of Consultant Recommendations: Portfolio Review

In the spring of 1974, a team of consultants reviewed $(CE)_2$'s Record of Student Performance. Their review is summarized on the following pages.

ONE REACTION TO FINAL $(CE)_2$ PORTFOLIO DESIGN

The following comments by one portfolio reviewer--the director of admissions at a large university--indicate that the $(CE)_2$ credential seems to have effected an acceptable method of translating the program:

> *Your record is unique in my judgment, and in my work I have seen thousands of different secondary school transcripts.*
>
> *Employers should receive this record of performance with enthusiasm, for it tells more about the student as a person than any other high school record I have ever seen. Indeed, it puts the traditional secondary record to shame.*
>
> *Admissions officers, on the other hand, will still be faint with praise for it. A few years ago, this might have been damaging, but several things have happened to virtually assure that the lack of graded work will not serve as an impediment to college admissions for one of your alumni. In the first place, admissions officers have become accustomed to working with ungraded records. Indeed, they are used to working with records that supply far less information on which to base their objective or subjective judgments than this one. Coupled with this consideration is the fact of general static and even declining college enrollments in the last few years, which has tended to change inflexible administrators into "nice guys" flexible enough to deal with problems of this kind.*

SUMMARY OF CONSULTANT RECOMMENDATIONS

The following list indicates consultant recommendations from a 1974 review of the $(CE)_2$ Record of Student Performance. These recommendations were implemented partially or fully in the final design of the portfolio forms appearing in Appendix D. The reviewers' comments are summarized here to indicate the kinds of concerns that affected final portfolio design.

General Recommendations

1. Provide a record that is less time-consuming to read.
2. Test scores are valuable if only in adding objectivity to otherwise subjective material.
3. Number items to facilitate scanning the forms.
4. For job applications, provide a detailed student resume with reference to the portfolio for further information. (See student guidelines, page 301.)
5. The information given is very good but tends to be too long.
6. Explain any omissions or waivers of requirements for the student.
7. The strength of the portfolio lies in its organization; it is easy to scan and to pick up the important information at a glance.

Specific Recommendations

Certification of Student Performance

1. Side two staff comments should be more specific and deal less in generalities.
2. Add attendance records.
3. On side two, include information about how the student gets along with employers and coworkers and reacts to criticism.
4. Information about personal traits would be excellent for personnel offices (applies also to employer letters of recommendation and Basic Skills Summary).

5. Staff comments should include analysis of both strengths and weaknesses of the student.

6. Evaluation by teachers indicating quality of achievement in each area would be useful (applies also to employer letters of recommendation and Basic Skills Summary).

7. Include transcript from high school (pocket subsequently provided, see pages 296-297).

Career Development Summary

1. State how much time is spent on each site experience--that is, one or two days versus one or two weeks.

2. Provide more details about explorations, such as duration and tasks performed.

Skill Development Record

1. Include the level of performance for each job skill.

Student Placement Information

1. Include information that will help admissions officers and registrars place students in specific subject areas, such as mathematics, language or the arts.

2. Provide information regarding comparability to units or credit.

3. Letter grades are "fairly good shorthand" for admissions officers and registrars, particularly if accompanied by descriptions.

4. College entrance board scores would be useful.

5. Some universities use very objective criteria for admissions; how can they determine, for example, whether an individual has met the State Board of Higher Education's minimum GPA requirement?

6. For more complete placement information in mathematics and English, it is advisable to have students take the ACT and CEEB tests.

Conflicting Reviewer Comments

$(CE)_2$ staff were confronted with some conflicting comments by different reviewers of the portfolio. For example, one reviewer said:

> *Without letter grades in the student's portfolio, we would be hard pressed to determine advanced placement and scholarship recipients under our present system.*

In contrast, another reviewer said:

> *You are defeating your purpose if you have an ungraded evaluation program and then end up having it translated into letter grades.*

Furthermore, some reviewers wanted less narrative and more "strict information," while others wanted more narrative describing the student--"history in the program and what kind of person the student is."

These comments are examples of the dilemmas inherent in designing an alternative credential that should tell everyone what they need to know and still be true to program goals. Such conflicting reviews were very helpful to staff in their deliberations, but final decisions still had to be weighed in terms of basic program philosophy.

Another source that may be helpful to EBCE programs in determining the format for a final student performance record is a survey made of four- and two-year colleges in the nation concerning the kinds of credentialing information they need from alternative education programs. This survey, conducted by the National Consortium of Experimenting High Schools, has been published as The College Guide for Experimenting High Schools, James Bellanca and Howard Kirschenbaum (Adirondack Mountain Humanistic Education Center, Upper Jay, New York; First Edition, Fall 1973).

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E = Employer/Community Resources   *S = Student Services*

**(following a number) indicates sample form, illustration, display or flow chart*

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REPRODUCIBLE MATERIALS

EBCE PROGRAM FORMS: WHAT ARE THEY ?

The following pages contain copies of forms an EBCE program is most likely to use for planning and monitoring student learning. They are printed full-sized and "camera-ready" so that you can use your own reproducing equipment to make multiple copies. The forms are arranged alphabetically and are preceded by a forms list that gives references to places in the EBCE handbooks where each form is discussed. The listing also provides special notes you may need to consider when reproducing each form. For certain forms, more extensive notes are given on a page directly preceding the form itself.

We do not specify how many copies you should print of any given form because your program needs will vary depending on numbers of students and staff decisions about how to handle learning activities and recordkeeping. For discussion of the variables that will influence the numbers of copies you need, see the "S" references given in the forms list. These references are to the "Student Records" section of Student Services in which forms are explained.

HOW CAN THE FORMS BE REPRODUCED ?

How you reproduce the forms will depend on your school or district printing capabilities. Your particular school or district may have a print shop with offset presses and personnel who will be able to facilitate the process for you. If not, you can use your school's mimeograph or spirit duplicating ("ditto") machine. If you have a mimeograph you probably will also have a stencil scanner for making masters. Similarly, if you have a spirit duplicator you should have a thermal copying unit for making thermal ditto masters. Both the stencil scanner and the thermal copier will work quite well with the forms given here and can provide usable masters for making multiple copies.

Involve Your Students

Keep in mind that EBCE is an experience-based program. You may be able to negotiate learning activities that will involve some students in the printing processes necessary to reproduce these forms. Also see if your school has classes in business/office procedures or printing/graphics techniques. Students from either of these areas might welcome a chance to work on something that is obviously related to the school they are attending. Whether they are in your EBCE program or not there may be some way they can receive credit for helping.

Local Printers Can Help

Don't forget to check with your local printers for help. A print shop can be a valuable addition to an EBCE network of sites students use for learning purposes. Giving your business to a participating site can be good public relations for the program. Moreover, if you have students at a print shop for learning purposes they might gain credit for helping with the forms. Project credit, for instance, could be given a student for helping you handle the negotiations with the printer, writing up printing specifications, deciding on types of paper and cost-effective printing techniques.

You should also consider the public relations aspect of working with a union or nonunion shop. Displaying the tiny union "bug" on each form to indicate the form was printed in a union shop can be good public relations with your local union offices and affiliated employer sites.

HOW CAN THE FORMS BE MADE READY FOR PRINTING ?

The following suggestions are offered to school staff to aid in reproducing these forms:

1. Each original supplied here is printed on a white sheet of paper and is hole-punched so that it can be filed in the Student Services handbook. These holes should be masked over before you reproduce the form.

   You can mask over the holes by using a piece of typist's white correction tape or a piece of gummed tape of any kind which is then "whited out" with any standard typist's correction fluid.

2. Be sure to clean up any finger prints or smudges that may be on the page. Look over each form carefully for such marks and spread a thin layer of white correction fluid over any you find.

3. Also at this time you may wish to change some of the copy on the form to better match your program's procedures. Changes can be made with white correction tape (if the change is longer than a line of copy) or white correction fluid. The new copy can then be typed directly onto the original.

4. Most of the forms are set up so they will appear on a "right side" page with margin on the left for three-hole punching by staff or students. With forms that are to be

printed "front and back," be sure to print the form so the front side has the three-hole margin on the left and the reverse side has the three-hole margin on the right. (Sufficient margins have been allowed on the originals we provide here.)

5. Most of the forms are intended for standard 8½ by 11 inch binders. Some, however, are smaller and are to be used either in smaller binders (for instance, 6 by 9 inch binders take an 8½ by 11 inch paper cut in half) or simply to be filed in folders. We have set up 5½ by 8½ inch forms so that two can be printed on standard 8½ by 11 paper. After printing you can cut the sheets in half to arrive at the form you need.

6. Forms that are to be read sideways on a page should always be printed with the top of the form to your left, so that turning the page clockwise a quarter turn allows you to read it.

7. These forms may be printed on standard white or colored paper. You may wish to print some on different colors to help staff and students distinguish the various forms. For example, forms used by students might be yellow and those used for site recordkeeping could be blue. Formal program records should be white.

   If you intend any of your forms to be photocopied, check to make sure the colored paper will give a clear image on your particular photocopy machine. Beige, buff, light blue and yellow usually give good results. Greens may be less legible and rich oranges, browns and golds are usually hard to photocopy.

8. You may wish to collect some forms in pads for easier storage and use. You (or your students) can easily make pads by stacking the printed copies so that their edges are even, placing a heavy weight on top to press them snugly together and coating one edge with several layers of "padding compound"--available through your local printer or printing supply company.

   Chipboard base sheets can be used to separate every fifty copies of a form. Check with your local printers for sources of chipboard. You might find someone with scrap chipboard who will donate it to your program. Binding forms in pads is especially helpful for those requiring several copies to be given to different program participants (for example, Accountability Write-Up or Zone Debriefing forms). Each pad can be accompanied by sheets of carbon paper so that forms don't have to be filled out several times. This approach is also much less expensive than using photocopying machines or printing forms on special no-carbon-required (NCR) paper.

9. If there are forms here set up for 8½ by 11 paper and you want them printed on smaller sheets--for instance, 5½ by 8½--consult a printer about photoreducing the original. You can have a single page reduced for a minimal cost and then use it to make a master for whatever printing processes you are using.

WHAT'S NOT INCLUDED IN THE FOLLOWING FORMS ?

Student Materials

The program materials assembled here do not include the Competencies Workbook or Student Journal Guide (see Curriculum & Instruction, pages 359-408 and 435-452). We do not provide camera-ready originals for these materials because of their overall length and because individual programs may want to change them to meet staff needs and preferences. To obtain copies for use by your students you may

1. use the copies appearing in Curriculum & Instruction--simply mask out the page numbers and "running heads" and treat them the same way you would the originals supplied here
2. use the copies appearing in Curriculum & Instruction, editing and rewriting them to suit your needs and retyping them on standard ditto or mimeograph masters
3. order preprinted student materials directly from NWREL in the quantities that you need--see "Ordering Student Materials" below

Credentialing Portfolio

The Tigard EBCE program's Record of Student Performance is thoroughly explained and illustrated in Student Services, Appendix D. Individual blank forms for this record are not included here because the credentialing issue is one that each EBCE program will have to resolve for itself. The $(CE)_2$ credential has been thoroughly reviewed and tested and is a very acceptable model for other EBCE programs, but other programs may choose to modify some of its design features (the use of tabbed forms, for example). See particularly pages 267-271 of Student Services for an explanation of the credential format and various considerations.

Miscellaneous Forms

Several forms are discussed in various handbooks that do not appear in the following camera-ready materials. For instance, two zone planning and monitoring forms discussed in "Guidance," Student Services, pages 178-179, are not provided because they are likely to vary, depending on how each EBCE program chooses to handle zone planning and recording student behavior problems. Forms displayed in "Guidance" simply reflect one way the Tigard EBCE staff chose to meet their own needs. Similarly, the Work Projection Chart on page 185 of "Guidance" is not reproduced here because it is a straightforward form that other programs can easily draw up if they wish to use it. By the same token, the Student Identification Placard appearing on page 135 in the "Career Explorations" section of Curriculum & Instruction is not reproduced. Again, if you choose to use such a device it is a simple matter to draw one up for your purposes.

ORDERING STUDENT MATERIALS

Sets of student materials can be purchased directly from NWREL. The Competencies Workbook, Student Journal Guide and Exploration Package have been prepared with special staff guides for use by schools without EBCE programs who are interested in using experience-based and career education materials.

PLEASE NOTE: The Competencies Workbook is available in the same form as that which appears in Curriculum & Instruction; the only difference is that it is separately paged and bound with its own covers. The separately produced student guide for journals is slightly different from the handbook copy in that all references to EBCE procedures and terms have been deleted to make it usable in any school setting. It also is paged separately and bound with its own covers.

Staff guides for both sets of materials basically parallel the "Competencies" and "Student Journals" sections of Curriculum & Instruction, with some changes made to delete EBCE references and to help staff incorporate the materials into non-EBCE settings. If you already have a set of EBCE handbooks you will not need to order staff guides from NWREL.

The separately produced Exploration Package is significantly different from the copy provided here. As with the competencies and student journal materials, the revised Exploration Package is intended for use by schools that are not incorporating a total EBCE program. You might wish to order an "Awareness Set" of the Career

Exploration Packet to see if the revised student materials are preferable for your program's purposes. The revised version achieves essentially the same learning objectives as the Exploration Package which we provide here. Its main advantage is that it comes already assembled with a folder.

For current price lists of available staff and student materials, write to:

EBCE Materials
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

EBCE FORMS LIST

FORM	*HANDBOOK REFERENCES**	*NOTES*
Accountability Write-up	C:88-89; S:118-119, 173-174	Print on 8½ by 11 paper. You will be using several copies at a time -- consider padding it with carbon paper slip sheets or printing it on No-Carbon Required paper.
Competencies Record (two sides)	C:349, 405-406; S:100-101	Print on 8½ by 11 paper, front and back. See special note preceding the form.
Employer Card (two sides)	E:50, 126	Two originals of each side are given. Print front and back and cut sheets in half.
Employer Instructor Report	C:123-125; E:129; S:94	Used in connection with Student and Employer Instructor Contract. See special note preceding form.
Exploration Package (seven sides)	C:169-186	Print on 8½ by 11 paper, front and back, consecutively as pages appear here. Eighth page is blank.
Learning Site Analysis Form (seven sides)	C:72-75, 595-627; E:33-34, 112-118, 243-271, 281-305	Print on 8½ by 11 paper, front and back. See special note preceding forms for details about assembly.
Learning Site Utilization	C:303-304; S:106-107	Print on 8½ by 11 paper.
Learning Style Self-Assessment (two sides)	C:56-58; S:121-123	Print on 8½ by 11 paper, front and back.
Life Skills Project Record	S:96-97	Print on 8½ by 11 paper.
Maintenance Visit Record	E:127; S:130-131	Two originals are given on one sheet. Print on 8½ by 11 paper and cut in half.
Project Evaluation (two sides)	C:266-270; S:124-125	Print on 8½ by 11 paper, front and back.
Project form (two sides)	C:200-205, 219	Print front and back on 8½ by 11 paper. See also special note preceding form.
Sign In/Out Sheet	S:88-89	Print on 8½ by 11 paper.
Skill Development Record (two sides)	C:289-291; S:108-109	Print on 8½ by 11 paper, front and back.

**Handbook reference code: C = Curriculum & Instruction, E = Employer/Community Resources, M = Management & Organization, S = Student Services. "S" references explain how forms are filled out and how many are needed and give samples of what they look like completed.*

FORM	*HANDBOOK REFERENCES**	*NOTES*
Student and Employer Instructor Contract	C:123-125; S:92-93	Used in connection with Employer Instructor Report--preferably in No-Carbon-Required pads. See special note preceding form.
Student Application (five sides)	S:70-75	Print one-page application on one 8½ by 11 sheet; print four page questionnaire on two additional sheets, front and back.
Student Evaluation of Learning Site	C:92-93; S:110-111	Print on 8½ by 11 paper. If you wish the student and employer instructor to have copies of this form, consider printing in pads with carbon paper supplied or printing sets of three on No-Carbon-Required paper.
Student Experience Record (two sides)	S:102-104	Print on 8½ by 11 paper, front and back. See also special note preceding form.
Student Information Card (two sides)	S:127-129	Two originals of each side are provided. Print front and back and cut sheets in half.
Student Performance Review	C:93-94; S:112-113	See note for Student Evaluation of Learning Site.
Student Profile	C:54-56; S:98-99	Print on 8½ by 11 paper.
Student Transportation Agreement	S:78-79	Print on 8½ by 11 paper.
Student Transportation Options	S:80-81	Print on 8½ by 11 paper.
Student Transportation Route	S:84-85	Print on 8½ by 11 paper, front and back. (You only need this if you use a van or other program vehicle.)
Transportation Reimbursement Request	S:86-87	Two originals are provided. Print on one sheet and cut in half.
Transportation Request	S:82-83	Two originals are provided. Print on one sheet and cut in half. (Only needed if you have a program vehicle.)
Weekly Time Report	S:90-91	Two originals are provided. Print on one sheet and cut in half.
Zone Debriefing	C:67-68; S:116-117	Print on 8½ by 11 paper. Since copies go to several people, consider printing in pads with carbon paper supplied or printing on No-Carbon-Required paper.

**Handbook reference code: C = Curriculum & Instruction, E = Employer/Community Resources, M = Management & Organization, S = Student Services. "S" references explain how forms are filled out and how many are needed and give samples of what they look like completed.*

ACCOUNTABILITY WRITE-UP

COPIES TO:
___ Program Administrator
___ Student Coordinator
___ Student
___ Parent
___ ERS/LM/LRS
___ Other

Student Name ______________________________

Date ______________________________

EXPECTED BEHAVIOR

___ Obeying law while in program
___ Appropriate conduct while representing program
___ High level of cooperation with employers/staff/students
___ Being educationally productive
___ Establishing zone planning strategies and goals
___ Initiating/completing/submitting projects
___ Selecting explorations/learning levels
___ Establishing competency target dates
___ Maintaining employer site
___ Turning in completed exploration package
___ Turning in time slips on time
___ Signing in/out appropriately
___ Keeping appointments
___ Following transportation agreements
___ Showing care for equipment and facility
___ Submitting journals
___ Other ______________________________
____

LEVELS OF ACCOUNTABILITY

CONFERENCE
___ Program Administrator
___ Student Coordinator
___ Employer Instructor
___ Parent
___ Staff

CONSEQUENCES
___ Make-up work
___ Monitoring system
___ Contracts
___ Repay inconvenience time
___ Loss of lounge privilege
___ Loss of time credit
___ Loss of project credit
___ Loss of exploration credit
___ Loss of employer site
___ Probationary period
___ Suspension
___ Dismissal from program
___ Other ______________________________
____
____
____

COMMENTS: ______________________________
____
____
____
____
____

____
staff signature

____
student signature

COMPETENCIES RECORD

The form given here differs from competencies forms discussed elsewhere in the EBCE handbooks in that the names of individual competencies have been deleted. We did this because each program will determine its own competencies and set the numbers of certifiers necessary to verify student performance in each competency.

To use the form given here, assign each of your program's competencies a fixed number and fill in that number on the form, leaving space between each number sufficient to list all the certifiers required for that particular competency. As students obtain certifier signatures for various competencies (on a similar form in their Competencies Workbook), staff or clerical assistants can transfer certifier names, titles/positions and dates of certification onto the record form.

COMPETENCIES RECORD

Student ____________________

COMP. NO.	CERTIFIER'S NAME	TITLE/POSITION	DATE

COMPETENCIES RECORD *(page two)*

COMP. NO.	CERTIFIER'S NAME	TITLE/POSITION	DATE

EMPLOYER CARD

Business ____________________ Phone __________

Address ____________________

Contact Person ____________________ Phone __________

LEARNING SITE	LSAF	EMPLOYER INSTRUCTOR	PHONE

CONDITIONS AND COMMENTS:

Time Arrangement ____________________

Clothing Requirement ____________________

Safety/Equipment ____________________

Letter of Intent ___

Indemnity ___

NUMBERS OF STUDENTS

Career Explorations ___

Learning Levels ___

Skill Building Levels ___

Special Placements ___

ANECDOTAL COMMENTS

EMPLOYER CARD

Business ____________________ Phone __________

Address ____________________

Contact Person ____________________ Phone __________

LEARNING SITE	LSAF	EMPLOYER INSTRUCTOR	PHONE

CONDITIONS AND COMMENTS:

Time Arrangement ____________________

Clothing Requirement ____________________

Safety/Equipment ____________________

Letter of Intent ___

Indemnity ___

NUMBERS OF STUDENTS

Career Explorations ___

Learning Levels ___

Skill Building Levels ___

Special Placements ___

ANECDOTAL COMMENTS

(Employer Card, Side Two)

SITE VISIT RECORD

DATE	*STUDENT*	*PURPOSE*

(Employer Card, Side Two)

SITE VISIT RECORD

DATE	*STUDENT*	*PURPOSE*

EMPLOYER INSTRUCTOR REPORT

The Employer Instructor Report is a post card which should be padded with three copies of the Student and Employer Instructor Contract form (see also the special note preceding that form). The Employer Instructor Report should be printed on post card weight paper with your program's address on the reverse side. Most mimeograph machines can print the form directly onto blank post cards obtained from the post office. Some machines, however, will not be able to handle single card sizes. In that case you can get post cards that are "two-up"--that is, two cards joined together by a perforated line. Almost all machines will handle that size.

In the camera-ready originals supplied here we have set up the Employer Instructor Report with four copies on a single page. Your printer may choose to handle these originals differently, but if you are printing them yourself you can print them several ways:

1. on post card weight paper that will accommodate all four, cutting them apart afterwards
2. on post card weight paper or post cards obtained from the post office that will accommodate two copies (you can mask over the top two on the original), tearing the two apart along the perforation after printing
3. on single post cards, masking over three of the four originals supplied here

Note also that we have put "cut marks" on the original. You can print these marks and use them to cut along afterwards.

EMPLOYER INSTRUCTOR REPORT

Did the student meet the hours and appointments involved in this contract (was the attendance satisfactory)?

Student Name ______________________ Yes ☐ No ☐

If not, what day(s) did the student miss?

____

Comments: _______________________________________

____

____

______________________ ______________________
Date Employer Instructor

EMPLOYER INSTRUCTOR REPORT

Did the student meet the hours and appointments involved in this contract (was the attendance satisfactory)?

Student Name ______________________ Yes ☐ No ☐

If not, what day(s) did the student miss?

____

Comments: _______________________________________

____

____

______________________ ______________________
Date Employer Instructor

EMPLOYER INSTRUCTOR REPORT

Did the student meet the hours and appointments involved in this contract (was the attendance satisfactory)?

Student Name ______________________ Yes ☐ No ☐

If not, what day(s) did the student miss?

____

Comments: _______________________________________

____

____

______________________ ______________________
Date Employer Instructor

EMPLOYER INSTRUCTOR REPORT

Did the student meet the hours and appointments involved in this contract (was the attendance satisfactory)?

Student Name ______________________ Yes ☐ No ☐

If not, what day(s) did the student miss?

____

Comments: _______________________________________

____

____

______________________ ______________________
Date Employer Instructor

MY EXPLORATION OF:

Company or Business ____________________

Department ____________________

(snapshot taken at main entrance)

(include company name if possible)

What type of job or business are you about to explore?

____

BEFORE you explore the site, based on information from C.I.S. or that you already possess, describe what areas of interest this exploration may hold for you.

Address ____________________

Telephone ____________________

(snapshot of employer instructor)

Name ____________________

Position ____________________

AFTER completing your exploration, describe the job as you now understand it. Emphasize the areas you found most interesting.

TELL IT WITH PICTURES OR WORDS

Put pictures in the boxes provided or write descriptions of services, products, equipment, etc., that you have seen.

People at work - Services and/or products - Equipment, tools, facilities

(If you take pictures, identify each photo in the space below it.)

A Match or Mismatch ?

The following are characteristics that apply to most jobs. This activity will help you compare those characteristics with your own skills, values and aptitudes.

BEFORE you explore the site, circle examples of your job interests... add others.

WORKING WITH THINGS

1. Precision work
2. Operating equipment
3. Handling materials

WORKING WITH INFORMATION

1. Interpreting facts
2. Organizing and using information
3. Copying, sorting, putting things together, hobbies

WORKING WITH PEOPLE

1. Counseling
2. Discussing, bargaining
3. Teaching, supervising
4. Selling, persuading
5. Assisting

AFTER completing your exploration, refer to the left-hand column and describe specific examples of those interests as you see them applied at this job site.

MATCH MY INTERESTS	DON'T MATCH MY INTERESTS

Circle examples of your aptitudes (things that come easily)...add others.

1. Working with my fingers and hands
2. Eye for accuracy and detail
3. Ability with words
4. Ability with numbers
5. Catching on to things

Describe specific examples of these aptitudes as you see them applied at this job site.

MATCH MY APTITUDES	DON'T MATCH MY APTITUDES

AFTER exploring the site, circle examples of job skills that apply...add others.

- typing
- transcribing
- filing
- writing
- speaking
- organizing
- welding
- woodworking
- metal working
- operating equipment
- driving
- selling
- painting
- cooking
- photography
- designing
- drawing
- measuring
- analyzing

List skills needed on the job that:

YOU ALREADY HAVE	YOU NEED TO DEVELOP

Circle examples of physical requirements of job...add others.

- height
- weight
- adequate vision
- ability to distinguish colors
- physical strength
- allergies
- stooping
- sitting long periods
- driving ability
- special voice qualities
- special appearance
- standing long periods
- weather conditions

List things about the job that:

MATCH YOUR PHYSICAL ABILITIES	DON'T MATCH YOUR PHYSICAL ABILITIES

Describe experiences and people that were the most helpful to you during this exploration.

What recommendations would you make to other students exploring this site?

Following are examples of values or principles that might either conflict with requirements of a job or that might make a job especially desirable. Write one or two statements about this job site summing up your reaction to it based on these kinds of values.

EXAMPLES OF VALUES OR PRINCIPLES:

1. Personal values
   - independence
   - environment
   - loyalty
   - happiness and self-satisfaction
   - leadership
   - appearance and grooming
2. Social values
   - human rights
   - group rights
   - equal opportunities
   - environmental issues
3. Political values
   - military aid and/or obligations
   - federal monies and/or regulations
   - political party affiliation and/ or contributions
4. Work values
   - job security
   - wages & benefits
   - competition
   - advancement
   - status
5. Religious convictions
   - times for worship
   - traditions of your religion, including holidays and/or special observances

Look at your lists now and from your answers decide which of the statements below best fits how you feel (check one)

☐ I do not want to explore this kind of job further.

☐ I want to explore this kind of job further, but on another site.

☐ I would like a learning level experience on this site.

☐ I would like a learning level experience with this kind of job, but on another site.

☐ I would like a skill building level experience on this site.

☐ I do not want to explore this kind of job right now, but I may want another look in the future.

COMMENT PAGE

STUDENT ______________________________

SITE ________________________________

DATE ________________________ ______

EMPLOYER INSTRUCTOR:

EMPLOYER RELATIONS SPECIALISTS:

LEARNING SITE ANALYSIS FORM

To print and assemble this form you should first look at complete examples of the form which appear on pages 597-616 of Curriculum & Instruction and on pages 283-296 of Employer/Community Resources. The Tigard EBCE program uses the following printing/assembly pattern for the Learning Site Analysis Form (LSAF):

Page 1 -- title page; printed on slightly heavier stock than rest of LSAF

Page 2 -- blank (reverse of title page)

Page 3 -- "Special Conditions" page

Page 4 -- "Reading Materials Check List" (reverse of "Special Conditions" page)

Page 5 -- "Life Skills Performance Tasks" page

Page 6 -- blank (reverse side of "Life Skills Performance Tasks"); staff use this extra space for additional notes taken during the LSAF interview

Page 7 -- "Cue Words" page

Page 8 -- first portion of the "Major Task" pages (reverse side of "Cue Words")

Page 9 -- second portion of "Major Task" pages (with columns entitled, "Communications," "Specific Job Skills," "Life Skills Applications"); when assembled, it is important that the first portion of the "Major Task" pages (page 8) faces the second portion (page 9) so that staff can fill out the pages from left to right across the two sheets of paper

Page 10 -- repeat first portion of "Major Task" pages

Page 11 -- repeat second portion of "Major Task" pages

Page 12 -- repeat first portion of "Major Task" pages

Page 13 -- repeat second portion of "Major Task" pages

Page 14 -- repeat first portion of "Major Task" pages

Page 15 -- repeat second portion of "Major Task" pages

Page 16 -- "Tools, Materials . . ." page (printed on reverse side of last portion of "Major Task" pages).

PLEASE NOTE: We supply only a single camera-ready copy of each of the two "Major Task" pages. At least four or five sets of these pages should be printed and assembled for each LSAF to allow room to describe all the job tasks a site might offer.

experience-based
career education

LEARNING SITE ANALYSIS FORM

BUSINESS/INDUSTRY

DEPARTMENT/POSITION

ADDRESS/PHONE

EMPLOYER INSTRUCTOR

EMPLOYER RELATIONS SPECIALIST

DATE

SPECIAL CONDITIONS

Physical Requirements

Please check or enter descriptions of those requirements that apply to the site:

____Heavy lifting____

____Carrying____

____Stooping____

____Standing long periods____

____Sitting long periods____

____Special voice qualities_______________________________________

____Tolerance for noise____

____Special appearance____

____Tolerance for odors____

____Driving ability____

*Please list any other special physical requirements*____________________

____

Clothing, Equipment Requirements

____Driver's license____Hard hat____Coveralls____Rain, foul weather gear

____Uniform____

____OTHER____

Safety Conditions

Please describe special safety restraints or conditions as designated by the employer instructor or contracts and agreements:

READING MATERIALS CHECK LIST

Which of these are available to students at your site?

☐ Job application forms
☐ Notices and signs on job site
☐ Forms (order forms, invoices)
☐ Catalogues
☐ Brochures or printed advertising
☐ Manuals and written instructions
☐ Schedules or lists
☐ Account statements
☐ Letters, memos, notes (a sampling)
☐ Reports, pamphlets, or articles in publication
☐ Telephone lists or lists of extensions
☐ Address lists
☐ Labels or writing on packages
☐ Union or Labor Force contracts
☐ Personnel tests regularly administered
☐ Any other specific work-related materials
☐ List others

____

____

____

Using the list above as a reference, select three pieces of written material you feel must be read in order to do the job satisfactorily.

____

____

____

LIFE SKILLS PERFORMANCE TASKS

WITH WHICH OF THE FOLLOWING TASKS WOULD YOU BE ABLE TO HELP STUDENTS?

Critical Thinking

☐ Answer questions about your involvement with EBCE.

☐ Review a project written by a student that involves your place of business.

Functional Citizenship

☐ Answer questions about the ways in which various aspects of democracy impact your place of business; for instance, what role do employees play in your organization's decision making process?

☐ Answer questions about business taxes that impact your place of business; for instance, how does the tax work, how is it collected and computed, what exemptions are allowed, who regulates the tax and what are the penalties for infraction?

☐ Answer questions about codes that impact your business and employees and give your opinions about the relative merits of those codes.

Science

☐ Help the student apply the five-step scientific method: (1) observe a problem or process; (2) look for patterns and correlations; (3) formulate a theory or hypothesis; (4) use the hypothesis to make a prediction; and (5) test the theory or hypothesis as it might impace your place of business.

☐ Critique the student's recommendations.

☐ Help students identify cause and effect relationships and situations at your site.

Personal/Social Development

☐ Help a student identify and analyze a behavior he or she possesses that needs to be strengthened or eliminated.

☐ Allow a student to analyze a conversation in which you are involved. (To do this a student will try to interpret non-verbal clues such as tone of voice, facial expression, body movements, etc., in an effort to understand how the speaker feels.)

☐ Critique a student's observations.

☐ Discuss the manner in which male/female roles affect types of jobs, advancement and availability within your place of business.

Creative Development

☐ Help a student understand creativity not just as expressed in painting, music, or crafts, but as a process related to all aspects of life:

  a. Allow the student to photograph creative products or methods at your business.

  b. Help the student identify creative business methods or operations.

☐ Critique a student's suggestion of an alternative to procedures or products.

CUE WORDS

The following list of cue words can be used as prompts to help employer instructors specify the kinds of activities that are suitable for students learning on their sites.

READING

- Identify
- Interpret
- Skim
- Understand

COMMUNICATIONS

- Compose
- Copy
- Describe
- Direct
- Discuss
- Edit
- Enunciate
- Flexible Vocabulary
- Inform
- Instruct
- Interview
- Listen
- Paraphrase
- Persuade
- Record
- Summarize
- Transcribe

MATH

- Add
- Balance
- Calculate
- Calibrate
- Centigrade
- Count
- Decimals
- Degree of Angle
- Degrees of Heat
- Divide
- Estimate
- Fahrenheit
- Formulas
- Fractions
- Measure
- Multiply
- Percent
- Ratios
- Subtract
- Use Money

SPECIFIC JOB SKILLS

- Administer
- Adjust
- Advise
- Alphabetize
- Analyze
- Appraise
- Arrange
- Assemble
- Bore
- Build
- Classify
- Clean
- Compare
- Compile
- Control
- Coordinate
- Design
- Detect
- Develop
- Diagnose
- Discriminate
- Draw
- Drill
- Drive
- Examine
- Excavate
- Experiment
- Fabricate
- File
- Finish
- Install
- Investigate
- Layout
- Locate
- Lubricate
- Manipulate
- Mark
- Memorize
- Mix
- Nail
- Post
- Reason
- Repair
- Replace
- Score
- Serve
- Service
- Setup
- Solder
- Sort
- Spray
- Test
- Type
- Weld

LIFE SKILLS APPLICATION

- Analyze
- Chart
- Comprehend
- Create
- Empathize
- Generalize
- Negotiate
- Observe
- Perceive
- Realize
- Relate
- Resolve
- Solve
- Synthesize
- Translate
- Use Statistics

MAJOR TASK

Subtasks (Check box for Student Participation)	**MATH** (How well)	**READING** (How well)
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied: Fundamental:	Applied: Fundamental:
☐	Applied: Fundamental.	Applied: Fundamental:
☐	Applied:	Applied:

COMMUNICATIONS (How well)	**SPECIFIC JOB SKILLS**	**LIFE SKILL APPLICATION**
Applied: Fundamental:		
Applied:		
Applied: Fundamental:		
Applied: Fundamental:		
Applied:		

TOOLS, MATERIALS AND LEARNING RESOURCES AVAILABLE FOR STUDENT USE AT THE SITE

Tools unique to this job:

Special classes the student might be able to take:

Work samples and materials:

Heavy equipment:

Office machines (typewriters, calculators, adding machines, etc.):

Audiovisual materials (films, tapes, slides, video tapes) and equipment (projectors, recorders, cameras) the student might use:

Precision instruments:

LEARNING SITE UTILIZATION

Student ______________________________ ERS _______________

Site ___________________________ Department _______________

_________________ _________________ __________________

date initiated *date started* *date completed*

EVENTS	*DATES*	
Learning site analysis completed		
Learning objectives written	*written*	*verified by EI*
Project negotiated *(student/LM)*		
Project negotiation ratified *(student/employer instructor)*		
Student Performance Review *(by employer instructor)*		
Student Evaluation of Learning Site *(by student)*		
Skill Development Record *(employer instructor/LM)*		
Project completion certified *(employer instructor/LM)*		
Final Student Performance Review *(employer instructor)*		
Final Student Evaluation of Learning Site *(by student)*		
Exit Interview *(student/employer instructor/ERS)*		

LEARNING STYLE SELF-ASSESSMENT

Learning Manager/Student Interview

Either fill in or put a check mark by the answer or answers below that best describe you and your needs (check as many responses as you wish). When you are done, talk your responses over with your learning manager.

In what physical situations do you learn best?

___ quiet place
___ noisy place
___ small discussions
___ large group discussions
___ alone
___ lecture
___ individual conferences
___ other ____________________________

What are your favorite subjects?	Why?

What turns you on to learning? If you could choose ways to learn, which would you choose and what kinds of materials would you like to use?

WAYS

___ projects
___ written assignments
___ reading and answering questions
___ group discussions
___ interviews
___ observations
___ research
___ attending classes
___ "hands on" activities
___ other _________________________

MATERIALS

___ tape recorders
___ videotape
___ typewriter
___ pen and paper
___ mass media activities (collages, cartoons, etc.)
___ library resources (books, magazines, etc.)
___ other ____________________________

When given an assignment can you work alone, or do you like someone to check in with you now and again?

___ need to have directions explained more than once or twice
___ mostly self-directed but also like to check in with someone now and again
___ need to be told more than once to start a task and to complete it
___ self-directed and responsible enough to independently complete assignment

Can you complete an assignment within a reasonable amount of time?

___ takes me longer than it should to complete assignments
___ feel frustrated when I can't complete a task and just give up
___ can easily finish a task in time
___ often need to be reminded about deadlines

Learning Style Self-Assessment Interview *(continued)*

What are the hardest things for you to do in school?

___ take tests
___ read
___ math
___ do homework
___ sit and listen to teacher

___ follow the rules
___ attend class
___ meet deadlines
___ other ____________________

What do you think you need the most work in right now?

___ listening to and following directions
___ understanding what is expected of me
___ getting along with people
___ expressing myself
___ participating in discussions
___ dealing positively with conflict

___ writing
___ spelling
___ mathematics
___ reading
___ nothing
___ other ____________________

How can the EBCE staff help?

____
____
____
____
____

Other comments about yourself and your learning style

____
____
____
____
____

______________________________ ______________________________ ______________
Student *Learning Manager* *Date*

LIFE SKILLS PROJECT RECORD

Student ______________________________

LIFE SKILL	PROJECT TITLE	STARTED	COMPLETED
Creative Development			
Critical Thinking			
Functional Citizenship			
Personal/Social Development			
Science			

MAINTENANCE VISIT RECORD FORM

Site*__________________ Date __________________

Employer Instructor ____________ Student**__________________

IMMEDIATE CONCERNS

☐ *Schedule* ☐ *Attendance* ☐ *Attitude* ☐ *Other (specify)*

LEARNING PROGRESS/NEEDS

Basic Skills:

Project Status: *start* ______|______|______|______ *end*

Activities completed ____________

Number remaining ____________

Job Skills:

ADDITIONAL COMMENTS

**Site status:* ☐ *LSAF completed* ☐ *Learning objectives prioritized* ☐ *Project written*

***Type of site use:* ☐ *Career explorations* ☐ *Learning level*
☐ *Skill building level* ☐ *Special placement*

MAINTENANCE VISIT RECORD FORM

Site*__________________ Date __________________

Employer Instructor ____________ Student**__________________

IMMEDIATE CONCERNS

☐ *Schedule* ☐ *Attendance* ☐ *Attitude* ☐ *Other (specify)*

LEARNING PROGRESS/NEEDS

Basic Skills:

Project Status: *start* ______|______|______|______ *end*

Activities completed ____________

Number remaining ____________

Job Skills:

ADDITIONAL COMMENTS

**Site status:* ☐ *LSAF completed* ☐ *Learning objectives prioritized* ☐ *Project written*

***Type of site use:* ☐ *Career explorations* ☐ *Learning level*
☐ *Skill building level* ☐ *Special placement*

PROJECT EVALUATION

Student ______________________________

Project Title ______________________________

Life Skill Area ______________________________

Site ____________________ Employer Instructor ____________________

Completion Date ____________________ Renegotiated Date ____________________

PROJECT EVALUATION

RECOMMENDATIONS

____
(learning manager)

PROJECT EVALUATION (INDIVIDUAL ACTIVITIES)

ACTIVITY NUMBER	EVALUATION

PROJECT FORM

To assemble this form you should look at a complete example of it in Curriculum & Instruction, pages 621-627. You will need at least ten assembled sets of this form for each student each year. One set consists of a title page and five to seven activity pages. The title page should be printed on the front side of the first sheet of the form; activity pages should be printed on the reverse side of that sheet and on the fronts and backs of at least two more sheets. You should also print extra activity sheets (front and back) for use by students whose projects involve more than five activities. The easiest way to handle the assembly of this form is

1. print enough title pages (with activity page on reverse side) to yield twelve to fifteen times the number of students you have in the program for one year
2. print the activity page by itself on the fronts and backs of enough sheets to yield about fifty times the number of students you have in the program
3. store them separately and have staff and students assemble their own as they need them

LIFE SKILLS AREA: ____________________

PROJECT FORM

STUDENT NAME ____________________

PROJECT TITLE ____________________

EMPLOYER INSTRUCTOR ____________________

EMPLOYER SITE ____________________

LEARNING MANAGER RATIONALE/ASSESSMENT:

STARTING DATE ____________

TARGET DATE ____________

DATE RECEIVED ____________

ERS CERTIFICATION ____________

CRITICAL THINKING
WRAP-UP COMPLETE ____________

COMPLETION DATE ____________

STUDENT RATIONALE:

PROJECT EVALUATION:

RECOMMENDATIONS:

Project Form

ACTIVITY ____ DATE __________	RESOURCES	PRODUCTS/CRITERIA *Unless otherwise specified, products and criteria will be negotiated with staff*

EVALUATION

SIGN IN/OUT SHEET

Week of ______-______ **Student** ____

	Monday			Tuesday			Wednesday			Thursday			Friday		
	In	Activity	Out	In	Activity	Out	In	Activity	Out	In	Activity	Out	In	Activity	Out
Early Activity															
8:00 9:00															
9:00 10:00															
10:00 11:00															
11:00 12:00															
12:00 1:00															
1:00 2:00															
2:00 3:00															
3:00 4:00															
4:00 5:00															

SKILL DEVELOPMENT RECORD

Student ______________________________ Site ______________________________

DIRECTIONS:

1. *Ask your EI to take a few minutes to discuss with you the skills you will be acquiring at the site. List them here and note target dates for completion.*
2. *Ask your EI how well you should be able to do each task. For example:*
   - *A. Number of units per (hours, day, minute)*
   - *B. Percent of accuracy required*
   - *C. Able to initiate and complete without supervision*
3. *Have your EI note the extent of your participation:*
   - *A. You have observed the task*
   - *B. You have practiced the task*
   - *C. You have acquired the task*
4. *When you think you can do a task as well as your EI says you should, have him/her check you on the task and fill in the last two columns.*

TASKS/SKILLS	EXTENT OF PARTICIPATION	TARGET DATE	COMPLETED	EI INITIAL

Skill Development Record, Side Two

TASKS/SKILLS	EXTENT OF PARTICIPATION	TARGET DATE	COMPLETED	EI INITIAL

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

Three copies of this form should be padded together with a copy of the Employer Instructor Report post card (see also special note preceding that form). Ideally, the Student and Employer Instructor Contract should be printed on No-Carbon-Required (NCR) paper to facilitate student and staff use. If your school's printing equipment cannot handle NCR paper and you cannot afford to have this form printed commercially, you can use carbon paper or ask staff and students to fill out each of the three copies separately by hand. The form is brief and this need not be too great an inconvenience.

In the camera-ready originals, we have set up the form so it appears three times on a single sheet. Your printer may choose to handle the original differently, but if you are printing it yourself you can print it "three-up" on standard 8½ by 11 paper and cut the forms apart afterwards.

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

NAME

SITE DEPT.

EMPLOYER INSTRUCTOR

FIRST APPOINTMENT
Date - Time

☐ CAREER EXPLORATION
☐ LEARNING LEVEL

WEEK OF	M	T	W	Th	F

EMPLOYER INSTRUCTOR SIGNATURE

STUDENT SIGNATURE

If there are any negotiated changes in this contract, notify your ERS

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

NAME

SITE DEPT.

EMPLOYER INSTRUCTOR

FIRST APPOINTMENT
Date - Time

☐ CAREER EXPLORATION
☐ LEARNING LEVEL

WEEK OF	M	T	W	Th	F

EMPLOYER INSTRUCTOR SIGNATURE

STUDENT SIGNATURE

If there are any negotiated changes in this contract, notify your ERS

STUDENT AND EMPLOYER INSTRUCTOR CONTRACT

NAME

SITE DEPT.

EMPLOYER INSTRUCTOR

FIRST APPOINTMENT
Date - Time

☐ CAREER EXPLORATION
☐ LEARNING LEVEL

WEEK OF	M	T	W	Th	F

EMPLOYER INSTRUCTOR SIGNATURE

STUDENT SIGNATURE

If there are any negotiated changes in this contract, notify your ERS

STUDENT APPLICATION

Student ______________________________ Date ______________

Age ______ Date of Birth ______ Sex ______ Grade Level ________

High School Counselor ______________________________________

Address ______________________________ Telephone ___________
street

____
city *state* *zip*

In Emergency, Contact ____________________ Telephone ___________

Parent(s) or Guardian(s) ___________________________________

Parent(s)'s or Guardian(s)'s Occupation(s) __________________

Describe in a paragraph your reasons for wishing to be in EBCE:

PARENT PERMISSION

Date ______________

I have discussed the EBCE program with ______________________
and grant permission for his/her full participation in EBCE.

____
signature

Student Questionnaire

Please check the answers that describe you, or write in responses when asked to do so.

1. Have you ever worked for pay outside of your home on a regular basis? *(If no, ignore questions 2 and 3 and go directly to question 4.)*

1. ☐ Yes 2. ☐ No

2. If you answered yes to question 1, what types of work do you do now or have you done in the past?

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

3. What has been your most important reason for working?

1. ☐ To help support my family
2. ☐ To earn money for my expenses or for things I want to buy
3. ☐ To gain work experience
4. ☐ Other reason *(specify)*____________________

____

____

4. What do you expect to be doing one year after completing high school? *(check one or more answers)*

1. ☐ Working full-time
2. ☐ Entering an apprenticeship or on-the-job training program
3. ☐ Going into regular military service or to a service academy
4. ☐ Attending a vocational, technical, trade or business school
5. ☐ Attending a junior or community college
6. ☐ Attending a four-year college or university
7. ☐ Working part-time
8. ☐ Other (travel, take a break)
9. ☐ I have no idea what I will be doing

5. How far do you plan to pursue your formal education?

1. ☐ Do not plan to finish high school
2. ☐ High school graduate
3. ☐ High school plus one or two years of college, community college or special training
4. ☐ High school plus three or more years of college, community college or special training
5. ☐ Four-year college graduate
6. ☐ Graduate or professional training beyond college

6. List two jobs you feel you might like to hold after completing your education. Be as specific as possible (for example, say "a mechanical draftsman" rather than "working at National Engineering").

1. ______________________________

2. ______________________________

7. What are the occupations of your father and mother?

Father's occupation ______________________________

Mother's occupation ______________________________

8. What high school activities (such as choir or basketball team) did you participate in the year before entering EBCE? Write "none" if you did not participate in any. If you participated in sports, list the actual names of the sports.

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

9. What specific high school activities, if any, do you plan to participate in this year?

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

10. During the year before entering EBCE, what community organizations (such as the YMCA or girl scouts) did you participate in? Write "none" if you did not participate in any.

________________________ ________________________

________________________ ________________________

________________________ ________________________

11. List your hobbies or recreational activities.

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

12. Approximately how many pamphlets, brochures, manuals or magazine articles did you read this past school year?

1. ☐ None
2. ☐ 1 to 5
3. ☐ 6 to 10
4. ☐ 11 to 20
5. ☐ 21 to 30
6. ☐ More than 30

13. Are you:

1. ☐ White
2. ☐ Black
3. ☐ Oriental
4. ☐ Spanish Descent (Chicano, Puerto Rican and so forth)
5. ☐ Native American Indian
6. ☐ Native Alaskan
7. ☐ Other (specify) ________________________

14. What is the highest level of formal education your father has completed?

1. ☐ None
2. ☐ Elementary school
3. ☐ Some high school
4. ☐ High school graduate
5. ☐ Some postsecondary (for example, some college, junior college, business school, trade or technical school)
6. ☐ College graduate (four-year degree)
7. ☐ Some graduate work
8. ☐ Advanced degree (specify) ________________________
9. ☐ Do not know

15. What is the highest level of formal education your mother has completed?

1. ☐ None
2. ☐ Elementary school
3. ☐ Some high school
4. ☐ High school graduate
5. ☐ Some postsecondary (for example, some college, junior college, business school, trade or technical school)
6. ☐ College graduate (four-year degree)
7. ☐ Some graduate work
8. ☐ Advanced degree (specify) ____________________
9. ☐ Do not know

16. How important was each of the following factors in deciding to join EBCE? *(Circle one number for each question.)*

	Not Important				*Extremely Important*
1. I wanted more freedom/independence	1	2	3	4	5
2. I wanted to choose my own learning style	1	2	3	4	5
3. I wanted to learn about careers	1	2	3	4	5
4. I did not like my previous school	1	2	3	4	5
5. I wanted to prepare for a job	1	2	3	4	5
6. I was bored with school	1	2	3	4	5
7. I heard the EBCE program was easy	1	2	3	4	5
8. Other (specify) ____________________ ____________________	1	2	3	4	5

STUDENT EVALUATION OF LEARNING SITE

Student ______________________________ Date __________

Employer Instructor ______________________________

Site ______________________________

Learning Level ☐ Skill Building Level ☐

EI DEMONSTRATES AN UNDERSTANDING OF HIS/HER ROLE BY:	Yes	No	Does not apply
Providing orientation to the company			
Making introductions to other people			
Orienting to facilities			
Clarifying expectations of dress/grooming			
Defining rules and punctuality			

Comment

EI PROVIDES A PRODUCTIVE LEARNING ENVIRONMENT BY:			
Being interested in development of student and program			
Being willing to take time to help			
Encouraging independent work on assigned tasks			
Understanding why student is there			
Giving feedback on performance			
Encouraging new and meaningful experiences			
Supplying company information and materials			

Comment

ARE YOU:			
Satisfied with your present learning site?			
Gaining valuable learning experiences?			
Clear on your performance review?			

Comment

ADDITIONAL COMMENTS:

______________________________ *signed*

STUDENT EXPERIENCE RECORD

The front side of the form appearing here is a revised version of the form displayed in "Student Records," Student Services, pages 103-104. We have changed the layout to make it easier to complete and interpret. We have also left the zone requirements portion blank. Different programs can type in their own requirements, depending on decisions made about lengths of action zones and program expectations.

More recently, the Tigard EBCE staff has begun to use the Zone Debriefing form (also given with these camera-ready forms) as a cumulative record of student progress over each zone. The attendance grid is the only part of the front side of the Student Experience Record that is still used.

The reverse side of this form continues to be used at Tigard to gather summative written comments from staff and for showing those comments to parents during reporting periods.

Print enough of these forms to record each student's progress over as many action zones as you choose for your school year.

STUDENT EXPERIENCE RECORD

Student ____

Zone ______ Dates ________________________ — ________________________

Zone Requirements

Projects

LIFE SKILLS	COMPLETE	TO DATE
Creative Development		
Critical Thinking		
Functional Citizenship		
Personal/Social Development		
Science		

Key

P = present
A = absent
H = holiday
C = complete
I = incomplete
L = late

Learning Activities

	Learning Center Attendance		Explorations	Projects	Competencies	Journals			Weekly Meetings		Other	Employer Site Attendance				
DATES	P	A				C	I	L	P	A		M	Tu	W	Th	F
ZONE TOTAL																
TOTAL TO DATE																

STUDENT EXPERIENCE RECORD (Page Two)

BASIC SKILLS

LEARNING MANAGER COMMENTS

Signed ______________________________

EMPLOYER RELATIONS SPECIALIST COMMENTS

Signed ______________________________

OTHER STAFF COMMENTS

Signed ______________________________

PARENT COMMENTS *(detach and return)*

Signed ______________________________

Student____________________ Home Phone______

Address____________________________________

Emergency Phone_______ New ☐ Returning ☐

TRANSPORTATION AGREEMENT ☐ Date__________

☐ Driver's License
☐ Personal Auto
☐ Student Car Pool
☐ Employer Vehicle

☐ Metropolitan Bus
☐ Program Vehicle
☐ Volunteer Adult
☐ Other___________

COMMENTS:

STUDENT INFORMATION

EXPLORATIONS

	Site	Dates		Package Completed	Employer Instructor
		S	C		
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Student____________________ Home Phone______

Address____________________________________

Emergency Phone_______ New ☐ Returning ☐

TRANSPORTATION AGREEMENT ☐ Date__________

☐ Driver's License
☐ Personal Auto
☐ Student Car Pool
☐ Employer Vehicle

☐ Metropolitan Bus
☐ Program Vehicle
☐ Volunteer Adult
☐ Other___________

COMMENTS:

STUDENT INFORMATION

EXPLORATIONS

	Site	*Dates*		*Package Completed*	*Employer Instructor*
		S	*C*		
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

LEARNING LEVEL

	Site	Start	End	LSAF	EI Eval.	Student Eval.	Skill Dev.	Project
1.								
2.								
3.								
4.								
5.								
6.								

COMMENTS:

LEARNING LEVEL

	Site	Start	End	LSAF	EI Eval.	Student Eval.	Skill Dev.	Project
1.								
2.								
3.								
4.								
5.								
6.								

COMMENTS:

STUDENT PERFORMANCE REVIEW

Student ______________________ Date ____________

Employer Instructor ____________________________

Site ____

Learning Level ☐ Skill Building Level ☐

ATTENDANCE/PUNCTUALITY	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Reports to employer site on time						
Adheres to established schedule						

Comment:

ATTITUDE	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Understands and accepts responsibility						
Observes employer's rules						
Shows interest and enthusiasm						
Courteous, cooperative						
Good team worker						
Judgment						
Poise, self-confidence						
Demonstrates appropriate dress/grooming						
Concerned for equipment/property						

Comment:

LEARNING PROCESS	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Uses initiative, seeks opportunities to learn						
Learning growth						
Quality of assigned projects						
Asks questions of appropriate person						
Uses employer site learning resources						

Comment:

PERFORMANCE	Needs to Improve	Improving	Satisfactory	Commendable	Excellent	Does Not Apply
Begins assigned tasks promptly						
Seeks feedback concerning performance						
Accepts feedback information						
Uses criticism constructively						
Completes tasks assigned						
Progressively requires less supervision						

Comment:

ADDITIONAL COMMENTS:

____
signed

STUDENT PROFILE

Student ____

CAREER ASSESSMENT: Employer Relations Specialist
Date _______________________
Interest Tests:

BASIC SKILLS ASSESSMENT: Student Coordinator
Date _______________________
Test Results and Interpretation:

LIFE SKILLS/LEARNING STYLE ASSESSMENT: Learning Manager/Student
Date _______________________
Interview and Comments:

STUDENT TRANSPORTATION AGREEMENT

It is our understanding that ______________________________, given our permission to participate in Experience-Based Career Education, will be moving among various learning sites in the community. He/she has our permission to drive or to travel only by the means of transportation checked below:

☐ Metropolitan bus systems
☐ Personal or family auto
☐ Student car pool
☐ Program vehicle
☐ Volunteer adult driver
☐ School district bus
☐ Employer vehicle
☐ Other (specify)______________

Any other means of travel, such as hitchhiking, is without the sanction of the EBCE program, and the student assumes all risk.

Date ____________________ *Signed:* __________________________________
Father

____
Mother

____
Student

The program carries primary liability insurance on the EBCE vehicle to cover bodily injury and property damage; secondary liability insurance covers bodily injury and property damage that may be incurred by students transported or driving in other vehicles.

Staff will be advised of the means of transportation approved by the parents of ________________________ and will not knowledgeably cause him/her to be transported by any other means.

Date ____________________ *Signed:* __________________________________
Program Administrator

STUDENT TRANSPORTATION OPTIONS

Student Name	Public Carrier	Personal/Family Auto	Student Car Pool	Program Vehicle	Volunteer Adult Driver	School District Bus	Employer Vehicle	Other (specify)	Comments

STUDENT TRANSPORTATION ROUTE

Date ________________________

PICK UP			DELIVER	
Student	Place	Time	Student	Place
		AM		
		PM		

TRANSPORTATION REIMBURSEMENT REQUEST

Student ______________________________

Date	Destination	Rate	Miles	Amount	Verified
		TOTAL			

TRANSPORTATION REIMBURSEMENT REQUEST

Student ______________________________

Date	Destination	Rate	Miles	Amount	Verified
		TOTAL			

TRANSPORTATION REQUEST

(This request must be turned in by 2:30 p.m. of the day before the first scheduled run.)

Student ______________________ Date of Request

DESTINATION: From ______________________ To ______________________

Time ______________________ Time ______________________

RETURN: Yes ☐ No ☐ Time ______________________

IMPORTANT: *If you are not returning in the van, please explain under COMMENTS.*

DAYS: DATES: From __________ To __________

Monday ☐

Tuesday ☐

Wednesday ☐

Thursday ☐

Friday ☐

COMMENTS: ______________________

TRANSPORTATION REQUEST

(This request must be turned in by 2:30 p.m. of the day before the first scheduled run.)

Student ______________________ Date of Request ______________

DESTINATION: From ______________________ To ______________________

Time ______________________ Time ______________________

RETURN: Yes ☐ No ☐ Time ______________________

IMPORTANT: If you are not returning in the van, please explain under COMMENTS.

DAYS: DATES: From __________ To __________

Monday ☐

Tuesday ☐

Wednesday ☐

Thursday ☐

Friday ☐

COMMENTS: ______________________

WEEKLY TIME REPORT

Student ______________________________

Week of ______________________________

Site ______________________________

EI ______________ Department ______________

Exploration ☐ Skill Building ☐

Learning ☐ Special Placement ☐

TIME

	FROM	TO	HOURS
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
		TOTAL	

Each day must be filled in.
Turn this slip in to your ERS each Friday.

Verified by ______________________________
(employer instructor)

WEEKLY TIME REPORT

Student ______________________________

Week of ______________________________

Site ______________________________

EI ______________ Department ______________

Exploration ☐ Skill Building ☐

Learning ☐ Special Placement ☐

TIME

	FROM	TO	HOURS
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
		TOTAL	

Each day must be filled in.
Turn this slip in to your ERS each Friday.

Verified by ______________________________
(employer instructor)

ZONE ___ DEBRIEFING

Student Name ______________________________ ☐ Zone Activities Completed

Date ______________________________ ☐ Zone Activities Not Completed

1.

	WORK THIS ZONE		*COMPLETED THIS ZONE*	*COMPLETED TO DATE*
	OK	*needs to improve*		
COMPETENCIES				
PROJECTS				
JOURNALS				
EXPLORATIONS				
EXPLORATION PACKAGES				
LEARNING LEVELS				
TIME SLIPS				

2. Has the student utilized employer sites adequately this zone?

Yes ☐ No ☐

3. Has the student negotiated a learning plan and target dates?	Is the student meeting the target dates?
LM ______________	LM ______________
LRS ______________	LRS ______________
ERS ______________	ERS ______________

4. PRESCRIPTION: